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ABSTRACT

This paper presents the revised Core Curriculum standards (the essential ideas, concepts, and skills) for the K-6 reading language arts required of students in Utah. It notes that the Core should be taught with respect for differences in learning styles, learning rates, and individual capabilities without losing sight of the common goals. Elementary and secondary school program of studies and high school graduation requirements are presented. The paper then presents the reading, writing, speaking, and listening standards (and related objectives) for each of the grades K-6. (RS)

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ED 420 063

ELEMENTARY CORE CURRICULUM STANDARDS

UTAH STATE BOARD OF EDUCATION

Levels K-6

READING/LANGUAGE ARTS

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ELEMENTARY
CORE CURRICULUM STANDARDS

UTAH STATE BOARD OF EDUCATION

Levels K-6

READING/LANGUAGE ARTS

CS216352

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Utah State Office of Education
Curriculum Section
250 East 500 South
Salt Lake City, Utah 84111

INTRODUCTION

Action by the State Board of Education in January 1984 established a policy requiring the identification of specific Core Curriculum standards which must be completed by all students K-12 as a requisite for graduation from Utah's secondary schools. This action was followed by three years of extensive work involving all levels of the education family in the process of identifying, trial testing, and refining these Core Curriculum standards for Utah's schools.

The Core Curriculum represents those standards of learning that are essential for all students. They are the ideas, concepts, and skills that provide a foundation on which subsequent learning may be built.

The Core should be taught with respect for differences in learning styles, learning rates, and individual capabilities without losing sight of the common goals. Although the Core Curriculum standards are intended to occupy a major part of the school program, they are not the total curriculum of a level or course.

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THE ELEMENTARY AND SECONDARY SCHOOL PROGRAM OF STUDIES AND HIGH SCHOOL GRADUATION REQUIREMENTS

STATEMENT OF PHILOSOPHY

The primary goal of education is the development of individuals who possess the knowledge, skills, and human characteristics necessary to enable them to live meaningfully as individuals and as positive contributors to society. To achieve this ultimate goal, the individual must be provided experiences to develop skills in language and thinking; scientific understanding; mathematics; historical perception; aesthetic appreciation; social interaction; movement, fitness, and health; and career competencies.

ELEMENTARY EDUCATION

The elementary school reaches the greatest number of students for a longer period of time during the most formative years of the school experience. This unparalleled responsibility makes it imperative that each elementary school be provided with effective leadership, meaningful standards, a balanced curriculum, sufficient means, and competent staff.

SECONDARY EDUCATION

The secondary school should provide the opportunity for every student to have a challenging educational experience which will prepare him/her to pursue a fulfilling and productive role in society, which both transmits and enhances our culture. A comprehensive curriculum with enough flexibility to strengthen individual talents and interests must be available for all students.

TABLE

REQUIRED ELEMENTARY CORE CURRICULUM
GRADES K-6

GENERAL CORE		OPTIONS
LANGUAGE ARTS	SOCIAL STUDIES	FOREIGN LANGUAGE
Reading	Introductory Citizenship	
Writing	Principles and Practices	
Speaking		
Listening	ARTS	
MATHEMATICS	RESPONSIBLE HEALTHY LIFESTYLES	
SCIENCE	INFORMATION TECHNOLOGY	
LIBRARY MEDIA		

C. All handicapped students are required to demonstrate mastery of the core curriculum. If a student's handicapping condition precludes the successful demonstration of mastery, the IEP team, on a case by case basis, may exempt the student or modify the mastery demonstration to accommodate the student's handicap.

R277-700-11. Middle and High School Requirements.

A. The Board provides general direction and standards in secondary education. Students in grades seven and eight must earn a minimum of 12 units of credit. Students in grades nine through twelve must earn a minimum of 24 units of credit. Districts may require additional units of credit. Formal assessment of student mastery of the general core courses shall occur as a minimum during or at the completion of grades eight, ten, and twelve. Implementation and assessment of student mastery of the core courses are the responsibility of the local board.

B. Middle Education Core Curriculum:

TABLE

MIDDLE EDUCATION CORE CURRICULUM
GRADES 7-8 12 UNITS OF CREDIT REQUIRED

GENERAL CORE - 10.5 Units PLUS REQUIRED ELECTIVES 1.5

SUBJECT AREAS	REQUIREMENTS
Language Arts	2.0
Mathematics	2.0
Science	1.5
Social Studies	1.5
The Arts	1.0
Information Technology	Credit Optional
Responsible Healthy Lifestyles	1.5
Applied Technology Education Technology, Life and Careers	1.0
Library Media Skills Integrated into Subject Areas	

C. High School Core Curriculum:

(1) Required credits:

TABLE

HIGH SCHOOL CORE CURRICULUM
GRADES 9-12 24 UNITS OF CREDIT REQUIRED

GENERAL CORE - 14.5 Units PLUS REQUIRED ELECTIVES 9.5

SUBJECT AREAS	REQUIREMENTS
Language Arts	3.0
Mathematics	2.0
Science	2.0
Information Technology	Credit Optional
Social Studies	3.0
Arts	1.5
Responsible Healthy Lifestyles	2.0
Applied Technology Education Occupational Preparation	1.0
Library Media Skills Integrated into Subject Areas	
SELECTED ELECTIVES	9.5

(2) Any state-approved applied technology course, or the applied technology core course fulfills the applied technology education requirement.

(3) Selected electives units of credit provide a means for specialization related to student interest and post secondary goals.

(a) College Entry Cluster:

Foreign Language: 2.0 units of credit

Mathematics: 1.0 units of credit

English: 1.0 units of credit

Science: 1.0 units of credit

Electives: 4.5 units of credit

(b) Applied Technology/Job Entry Clusters:

Select one:

Technical Emphasis: 4.0 units of credit

Vocational Emphasis: 5.0 units of credit

Computer Science: .5 units of credit

(c) Electives: 4.0 - 5.0 units of credit

D. Informational Technology standards in the Middle Education and High School core curriculum may be taught either by integrating them into other areas of the curriculum or in a specific class. Integration requires the district to submit a plan detailing at what level and in which class each standard will be taught. Districts establishing a specific class may offer .5 units of credit.

E. All handicapped students are required to demonstrate mastery of the courses in the Middle Education and High School general core. If a student's handicapping condition precludes the successful demonstration of mastery, the IEP team, on a case by case basis, may exempt the student or modify the mastery demonstration to accommodate the student's handicap.

R277. Education, Administration.

R277-700. The Elementary and Secondary School Core Curriculum and High School Graduation Requirements.

R277-700-1. Definitions.

A. "Board" means the Utah State Board of Education.

B. "IEP" means individual education program.

C. "Special assignment teacher" means a teacher assigned to:

(1) alternative school settings with self-contained classrooms in which the teacher must teach several subjects;

(2) teach homebound students with the expectation that several subjects will be covered by the same teacher; or

(3) necessarily existent small or rural schools with limited faculty and enrollment in which teachers must teach more than three core subjects.

D. "~~Secondary school experience~~" means grades 7-12.

E. "Accredited" means evaluated and approved under the Standards for Accreditation of the Northwest Association of Schools and Colleges or the accreditation standards of the Board, available from the USOE Accreditation Specialist.

F. "USOE" means the Utah State Office of Education.

G. "Demonstrated proficiency" means a level of subject mastery as determined by the school district and may include such methods as tests, interviews, teacher evaluations, reports, and written work.

R277-700-2. Authority and Purpose.

A. This rule is authorized under Utah Constitution Article X, Section 3 which vests general control and supervision of the public education system in the Board, Section 53A-1-402(1)(b) which directs the Board to make rules regarding competency levels, graduation requirements, curriculum, and instruction requirements, and Section 53A-1-401(3) which allows the Board to adopt rules in accordance with its responsibilities.

B. The purpose of this rule is to specify the minimum core curriculum for the public schools and high school graduation requirements.

R277-700-3. General Requirements - Course Standards.

The Board establishes minimum course description standards and objectives for each course in the required general core, which is commonly referred to as The Core Curriculum. Course descriptions for required and elective courses are developed cooperatively by local school districts and the Utah State Office of Education. The descriptions shall contain mastery criteria for the course and shall stress mastery of the criteria rather than completion of predetermined time allotments for subjects. Implementation and assessment procedures are the responsibility of local school districts.

R277-700-4. General Requirements - Teacher Qualifications.

Teachers may not be assigned to teach any course unless, for the subject area to which they are assigned, they hold a current Utah teaching certificate endorsed in the subject area, have completed an undergraduate or graduate major or minor in the subject area, have completed a Board approved in-service program, or have demonstrated competency in the subject area.

R277-700-5. General Requirements - Special Assignment Teachers.

A. Special assignment teachers must hold a Basic or Standard Certificate with endorsement(s) for the course(s) which they are assigned to teach. In addition, personnel must have completed at least nine quarter hours of state approved college or in-service course work in each of the subject areas in which they are assigned.

B. Special assignment teachers are temporarily authorized for the duration of their special assignment

and do not receive a permanent endorsement for the subject area until they have completed the equivalent of a subject matter minor, at least 24 quarter hours of state approved college course work in the field, or have been declared competent to teach the subject by the Utah State Office of Education Committee on Demonstrated Competency.

R277-700-6. General Requirements - Unit of Credit.

A. A unit of credit or fraction thereof shall be given upon satisfactory completion of a course or learning experience in compliance with state course standards. Students also may complete a course on a performance basis in which case assessment of mastery will be the responsibility of the local boards of education. Credit can be awarded only once for a specific required course with the same content during the secondary school experience.

B. A district may grant credit from among the following:

(1) successful completion of a course;

(a) ~~offered by the district~~;

(b) approved by the district taken outside of the regular school day or school year;

(c) approved by the district for concurrent enrollment and offered by an accredited post-secondary institution; or

(d) offered by correspondence or extension that is approved and accredited by the district; or

(2) demonstrated proficiency by way of a district approved

(a) test developed by the state or district;

(b) standardized test;

(c) performance appraisal; or

(d) portfolio; or

(3) successful completion or demonstrated proficiency in an experimental program approved by the district.

R277-700-7. General Requirements - Instructional Time.

School districts shall organize flexible time blocks for instruction which accommodate outcome-based curriculum. To help the Board keep apprised of instructional time variations, districts shall submit their instructional time schedule to the Utah State Office of Education for approval.

R277-700-8. General Requirements - Student Education Plan.

A student education plan is cooperatively developed by the student, the student's parents, and designated school personnel. This plan is guided by general requirements and individual student interests and goals. It is formally reviewed, at least, at the beginning of grade one, at the end of grades three and six, and annually thereafter. Each student's high school plan shall identify an area of concentration, which may be as many as four to five units, in a cluster related to the student's post-secondary goal.

R277-700-9. General Requirements - Diploma.

In Utah's public schools, a high school diploma is granted to a student who has met Board curriculum requirements and any additional requirements of the local school district.

R277-700-10. Requirements for Elementary Education.

A. The Board shall establish standards for elementary education which include the identification of a general core curriculum. Implementation and formal assessment of student mastery of the general core curriculum are the responsibilities of the local boards of education. At a minimum, formal assessment shall occur during or at the completion of grades three and six. Informal assessment should occur on a frequent ongoing basis to ensure continual student progress. Provision for remediation for all students who do not achieve mastery is required.

B. Required Elementary Core Curriculum:

KEY: curricula
1994

Art X Sec 3
53A-1-402(1)(b)
53A-1-401(3)

KINDERGARTEN

Reading

Reading is a process of constructing meaning from print. In order to construct meaning, students draw upon their life experience and the reading environment. That is, the meaning a student constructs from print reflects the experience, language, culture and immediate concerns of that student. Students, whether beginning, developing, or proficient, simultaneously and strategically use the meaning (semantic), sentence structure (syntactic), and sound/symbol (graphophonic) cueing systems. Over time, students develop a personal vocabulary that fosters independence.

The independence which reading fosters literally brings the world, both real and imagined, within a student's grasp. By reading a variety of genre for different purposes, students begin to make connections across the disciplines. They connect their lives with other readers, authors, texts, and the world. Reading increases interest and knowledge in the content areas. Much of the information that readers possess comes from reading, not from direct experience. At the same time, hands-on experience, when combined with reading, deepens understanding.

When students talk with others about their reading and related life experience, they learn from each other and begin to see the crucial role reading can play in helping them accomplish personal goals. It is the community experience that enhances student attitudes toward reading and which invites students to view themselves as readers. Community, which begins with the family, may be composed of large or small groups, partners or individual readers interacting with the author's writing. Communities offer readers opportunities to refine thinking, broaden perspectives, share enthusiasm for literature, and create understanding between people.

Questions to focus attention on how students make meaning from print:

Prior Knowledge: *What do I already know about this topic?*
Graphophonic Cues: *Does what I read match what I see in print?*
Semantic Cues: *Does what I'm reading make sense?*
Syntactic Cues: *Does the sentence sound right? Does the word fit?*

NOTE: Kindergarten children comprehend print primarily by listening as an adult reads aloud and discusses books with them. Listening in order to comprehend text is an important precursor to reading.

Standard 4000-01	Students use prior knowledge to comprehend new information and construct meaning.

Objectives:

4000-0101. Demonstrate understanding of the graphic features of print.

- Recognize front and back of books.
- Read books right-side up, front to back, and page by page in sequential order.
- Start in upper left-hand corner to begin reading.
- Read left-to-right, top-to-bottom, front-to-back, beginning-to-end.
- Associate spoken words and concepts with written language (e.g., environmental print, names, labels).

4000-0102. Assimilate new ideas introduced through pictures and print.

- Make connections between prior knowledge and new information.
- Use new information in writings, drawings, and play.

4000-0103. Make connections between personal experience and print.

- Relate new ideas to existing knowledge.
- Create mental images from pictures and print.
- Use illustrations to access prior knowledge.

4000-0104. Record thoughts through writings, drawings, and projects.

Standard 4000-02	Students make predictions and confirm meaning.

Objectives:

4000-0201. Anticipate the flow of events or information.

- Order predicted events in a reasonable sequence.
- Identify predicted events that fit the text.

4000-0202. Verify predictions as the reading continues.

- Determine the accuracy of predictions.

- Change predictions to fit additional information from the reading.
- Make new predictions as information is added.

4000-0203. Draw reasonable conclusions.

- Retell events to confirm meaning.
- Make reasonable inferences.
- Identify the concluding event(s) and/or important idea(s).

Standard 4000-03 — Students use graphophonic cues (letter/sound correspondence) to decode words.

Objectives:

4000-0301. Demonstrate phonemic awareness in spoken language.

- Hear and manipulate the sounds in words.
- Identify orally words that rhyme.
- Create rhyming words orally.
- Sort words orally according to shared beginning and ending sounds (e.g., rhyming words).
- Blend sounds orally to make words or word parts.
- Divide words orally into sound units.

4000-0302. Demonstrate graphophonemic understanding with print.

- Identify upper and lower case letters by name.
- Match consonant sounds to letters.
- Identify initial and final consonant sounds in words.
- Read a few high frequency words correctly (e.g., yes, no, stop).

Standard 4000-04 — Students begin to monitor and guide their comprehension of text through listening.

Objectives:

4000-0401. Use a variety of strategies to comprehend when listening to stories.

- Use text and illustrations to adjust and confirm meaning.
- Ask questions to clarify meaning.

- Retell in own words to make sense of what was read.

4000-0402. Recognize and predict language patterns (e.g., repetitive text, pattern books, and rhymes).

- Identify patterns in text (e.g., pattern books, nursery rhymes).
- Accurately repeat pattern texts.
- Predict what will come next in an on-going pattern.
- Use a familiar pattern to create new text (i.e., substitute meaningful words in a given pattern).
- Predict a logical word when given a context and a single initial letter (e.g., student responds "coat" when told, "When it's cold outside, you need your c_____.").

Standard 4000-05	**Students, teachers, and parents read together to create a shared meaning from print.**

Objectives:

4000-0501. Value reading as an important part of their lives.

- Share various literary genre (e.g., picture books, poetry, folk and fairy tales, songs, plays, experience charts, informational text).
- Appreciate cultural contributions and artistic expressions.
- Use appropriate strategies to refine meaning (i.e., make predictions, ask questions, retell story).

4000-0502. Participate in a print-rich environment.

- Know nursery rhymes and fairy tales.
- Reread and retell favorite stories with friends and/or family members.
- Participate in a variety of language activities.

Writing

Students need time to write every day. They need choices throughout the process and opportunities for response in order to develop as writers. In the beginning, students draw pictures, scribble, and write in order to approximate written communication in the context of play. Early writing helps solidify alphabetic knowledge and promotes phonemic awareness, an important foundation for reading. Later, students who write use process strategies

including prewriting, drafting, peer sharing, conferring, revising, editing, and publishing to create text and explore different genre. These strategies weave throughout the process rather than building step by step. Students do not use all process strategies with each text they write, but rather select the ones that seem appropriate. It is important that students consider audience and purpose as they incorporate elements such as ideas, organization, voice, word choice, sentence structure, and conventions.

In order to develop as writers and thinkers, students need the opportunity to write in all subject areas. Writing clarifies and focuses thought. It is the best tool that students have to refine their understanding and knowledge of a subject. By writing, students extend their thinking, and reflect upon and share their thoughts with others.

It is the experience of sharing their thoughts and writing with others that invites students to value their roles as authors. Students work together to brainstorm ideas, and select vocabulary and writing techniques to create text. They critique, revise, and edit each other's written work. Students produce writing that communicates effectively with readers, and they share these products with others in various ways. Students who write also meet and communicate with other writers from outside the classroom.

Standard 4000-06	**Students use concepts and conventions of print to create texts.**

Objectives:

4000-0601. Understand the purpose of print.

- Recognize varying formats and purposes of print (e.g., letters, lists, labels, stories).
- Express ideas in pictures and print.
- Differentiate letters, numbers, and words.
- Make connections between words and the ideas they convey in context.
- Respond to environmental print (e.g., labels and signs).

4000-0602. Use print conventions when speech and thoughts are written down.

- Demonstrate directionality of print (i.e., left to right, top to bottom).
- Write numbers and letters (upper and lower case) correctly.
- Use letters to represent sounds in words (e.g., invented or temporary spelling).

- Leave spaces between words.
- Spell some high frequency words correctly (e.g., mom, dad, child's own name).

Standard 4000-07	Students use process strategies to create text.

Objectives:

4000-0701. Use words, pictures, and symbols to represent ideas.

- Express own ideas.
- Make effective word choices that convey the intended meaning.
- Compose picture stories with drawings and words.
- Write labels and simple sentences on drawings.

4000-0702. Compose collaboratively.

- Listen and contribute to shared writing.
- Engage in writing as part of dramatic play (e.g., grocery lists, phone messages, restaurant orders.)

4000-0703. Write for self-expression, pleasure, and to communicate.

- Share finished products.
- Write name on child's own work and possessions.

Standard 4000-08	Students, teachers, and parents write and respond together.

Objectives:

4000-0801. Write collaboratively on a selected topic.

- Generate a topic as a group.
- Receive and understand a variety of ideas.
- Discuss and revise work in progress.
- Publish the finished product.

4000-0802. Respond to the writing of others.

- Listen to the writing of others.

- Make comments and ask questions.
- Respect personal and group comments.

Speaking and Listening

Students enter the classroom with a background of oral language that is often rich and varied. They use this background to establish, sustain, and extend relationships necessary for learning. They speak and listen in varied learning situations to identify, rehearse, and present ideas. Through exploratory and presentational talk, students generate and reflect on ideas and topics, recognize and solve problems, explore alternatives, examine data, and reach conclusions. Oral language provides students a significant means for making new and productive connections between their own ideas and those of others. Talk is an important tool for learning in all subject areas.

In classrooms, homes, communities and cultures, students develop oral language expertise by using these language processes to learn about themselves and their world. It is important to note that students learn language, learn about language, and learn through language simultaneously. This is why oral language proficiency is a key predictor for reading and writing fluency.

Standard 4000-09	**Students develop oral language through speaking.**

Objectives:

4000-0901. Learn to explore ideas as they talk.

- Participate in discussions in a variety of settings (e.g., dramatic play, shared reading, learning centers, and whole group interactions).
- Create new language patterns based on patterned text.
- Relate new experiences to prior experiences.
- Begin to discriminate between spoken words and sentences.
- Initiate conversation with peers and adults.
- Respond to questions.
- Begin to follow implicit rules for conversation (i.e., taking turns and staying on topic).
- Use a primary language when it provides greater facility to explore ideas that may later be expressed in standard English.

4000-0902. Use speech for language enrichment.

- Participate in show and tell, literature responses, story retellings, and shared writing (e.g., morning message).
- Engage in imaginative talk as part of role play or drama.
- Recite short poems, rhymes, songs, and stories with repeated patterns.
- Improvise in response to pictures, music, and stories.
- Create oral stories to share with others.

4000-0903. Build a speaking vocabulary.

- Use words to describe or name people, places, and things.
- Use words to describe location, color, shape, and actions.
- Use number words.
- Ask about words not understood.

Standard 4000-10 **Students develop language and acquire information through listening.**

Objectives:

4000-1001. Listen actively.

- Follow one-step and two-step directions.
- Listen and respond in conversation.
- Listen to gain information.
- Recognize and respond to humor.
- Respond to environmental sounds to maintain health, safety, and order (e.g., teacher directions, bells, whistles, sirens).
- Listen for a specific purpose (e.g., retell a story, follow directions, share information).

4000-1002. Construct meaning from what they hear.

- Relate what they hear to what they know.
- Make and verify predictions as they continue to listen.
- Re-state information to confirm meaning.

4000-1003. Respond as they listen to stories.

- Attend to what is being read.
- Reflect on what is read and how it relates to personal experience.

- Anticipate the flow of events.
- Recognize story elements (e.g., setting and character).
- Identify concluding events.

Standard 4000-11	**Students, teachers, and parents use speaking and listening to explore, clarify, and understand ideas in different settings.**

Objectives:

4000-1101. Build ~~upon~~ the language skills developed in the family, school, and community.

- Share ideas.
- Ask and answer questions.
- Listen and respond to peers and adults.

4000-1102. Participate in a language-rich environment created by parents and teachers.

- Talk to develop concepts, understand processes, and share family stories.
- Talk with people of different ages and cultures.
- Listen interactively to a variety of language experiences (e.g., nursery rhymes, songs, stories).

FIRST GRADE

Reading

Reading is a process of constructing meaning from print. In order to construct meaning, students draw upon their life experience and the reading environment. That is, the meaning a student constructs from print reflects the experience, language, culture and immediate concerns of that student. Students, whether beginning, developing, or proficient, simultaneously and strategically use the meaning (semantic), sentence structure (syntactic), and sound/symbol (graphophonic) cueing systems. Over time, students develop a personal vocabulary that fosters independence.

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Questions to focus attention on how students make meaning from print:

Prior Knowledge: *What do I already know about this topic?*
Graphophonic Cues: *Does what I read match what I see in print?*
Semantic Cues: *Does what I'm reading make sense?*
Syntactic Cues: *Does the sentence sound right? Does the word fit?*

Standard 4010-01	Students use prior knowledge to comprehend new information and construct meaning.

Objectives:

4010-0101. Assimilate new ideas introduced through pictures and print.

- Make connections between prior knowledge and new information.
- Use new information in writings, drawings, and play.

4010-0102. Make connections between personal experience and print.

- Relate new ideas to existing knowledge.
- Create mental images from pictures and print.
- Use illustrations to access prior knowledge.

4010-0103. Record thoughts through writings, drawings, and projects.

Standard 4010-02	Students make predictions and confirm meaning.

Objectives:

4010-0201. Anticipate the flow of events or information.

- Order predicted events in a reasonable sequence.
- Identify predicted events that fit the text.

4010-0202. Verify predictions as the reading continues.

- Determine the accuracy of predictions.
- Change predictions to fit additional information from the reading.
- Make new predictions as information is added.

4010-0203. Draw reasonable conclusions.

- Retell events to confirm meaning.
- Make reasonable inferences.
- Identify the concluding event(s) and/or important idea(s) (e.g., distinguish main idea and details, relate story in sequence).

Standard 4010-03	Students use phonemic awareness and graphophonic cues (letter/sound correspondence) to decode words.

Objectives:

4010-0301. Decode and read meaningful sound units in words.

- Recognize short and long vowel sounds.
- Identify initial and final consonant sounds in words.
- Identify word parts in new words (e.g., at, ot, op, in, rhyming words).
- Decode consonant blends (e.g., br, pl, gr, st) and consonant digraphs (e.g., th, ch, sh).
- Decode regular vowel patterns (e.g., ee, ay, ai, oa) and vowel/consonant combinations (e.g., ar, ew, oy).
- Distinguish between singular and plural words.
- Recognize possessives in sentences.

4010-0302. Combine sound units into words.

- Group words in families based on common letter patterns (e.g., -at, -ide, -ain, -ight, -ick).
- Use known letter patterns and word families to decode unfamiliar words.
- Associate decoded words with their meaning.

Standard 4010-04	Students begin to monitor and guide their comprehension of text.

Objectives:

4010-0401. Use a variety of strategies to comprehend print.

- Recognize an incorrectly decoded word in context.
- Use text and illustrations to adjust and confirm meaning.
- Ask questions to clarify meaning.
- Retell in own words to make sense of what was read.
- Reread to check comprehension.

4010-0402. Build a reading vocabulary.

- Determine meaning of new words.
- Recognize words accurately and automatically.
- Read nonphonetic words as sight words (e.g., said, was, the, come).
- Associate new words with concepts across the curriculum (e.g., seed, stem, soil, plant).

4010-0403. Recognize and predict language patterns (e.g., repetitive text, pattern books, and rhymes).

- Identify patterns in text.
- Accurately repeat pattern texts.
- Predict what will come next in an on-going pattern.
- Use a familiar pattern to create new text (i.e., substitute meaningful words in a given pattern).

Standard 4010-05	**Students, teachers, and parents read together to create shared meaning from print.**

Objectives:

4010-0501. Value reading as an important part of their lives.

- Share various literary genre (e.g., picture books, poetry, folk and fairy tales, songs, plays, experience charts, informational books).
- Appreciate cultural contributions and artistic expressions.
- Use appropriate strategies to refine meaning (i.e., make predictions, ask questions, retell story).
- Choose to read outside of school.
- Share ideas from reading.

4010-0502. Participate in a print-rich environment.

- Know nursery rhymes and fairy tales.
- Reread and retell favorite stories with friends and/or family members.
- Participate in a variety of language activities.

Writing

Students need time to write every day. They need choices throughout the process and opportunities for response in order to develop as writers. In the beginning, students draw pictures, scribble, and write in order to approximate written communication in the context of play. Early writing helps solidify alphabetic knowledge and promotes phonemic awareness, an important foundation for reading. Later, students who write use process strategies including prewriting, drafting, peer sharing, conferring, revising, editing, and publishing to create text and explore different genre. These strategies weave throughout the process rather than building step by step. Students do not use all process strategies with each text they write, but rather select the ones that seem appropriate. It is important that students consider audience and purpose as they incorporate elements such as ideas, organization, voice, word choice, sentence structure, and conventions.

In order to develop as writers and thinkers, students need the opportunity to write in all subject areas. Writing clarifies and focuses thought. It is the best tool that students have to refine their understanding and knowledge of a subject. By writing, students extend their thinking, and reflect upon and share their thoughts with others.

It is the experience of sharing their thoughts and writing with others that invites students to value their roles as authors. Students work together to brainstorm ideas, and select vocabulary and writing techniques to create text. They critique, revise, and edit each other's written work. Students produce writing that communicates effectively with readers, and they share these products with others in various ways. Students who write also meet and communicate with other writers from outside the classroom.

Standard 4010-06	**Students use concepts and conventions of print to create texts.**

Objectives:

4010-0601. Write in a variety of formats for different purposes.

- Recognize varying formats and purposes of print (e.g., stories, correspondence, directions, reports).
- Write text using elements and sequence appropriately (e.g., beginning, middle, end).
- Use literature as a foundation for writing.

4010-0602. Build a spelling vocabulary for writing.

- Represent sounds in words in the correct order.
- Approximate the spelling of unknown words.
- Spell high frequency words correctly.
- Use spelling patterns to spell new words.
- Form numbers and letters (upper and lower case) correctly.
- Print legibly.
- Use spelling resources (e.g., word lists, charts, classmates).

4010-0603. Recognize and construct sentences.

- Construct sentences using basic sentence patterns.
- Substitute meaningful words in a given sentence pattern.
- Apply the conventions of capitalization (e.g., sentence beginning, proper names, the pronoun "I").
- Choose end punctuation to fit the sentence purpose (e.g., period, question mark).

4010-0604. Make effective word choices that convey the intent and meaning.

- Use language appropriate to the subject.
- Demonstrate effective use of resources (e.g., word wall, peers, adults).

Standard 4010-07 **Students use process strategies to create text.**

Objectives:

4010-0701. Prepare to write.

- Write to get ideas on paper.
- Rehearse ideas alone, with peers, and/or with teacher.
- Write in a variety of forms (e.g., picture book, personal narrative).

4010-0702. Create and organize ideas on paper.

- Follow patterns from literature.
- Reread writing to check for meaning.
- Determine when a piece is complete.

4010-0703. Publish selected pieces.

- Use legible handwriting or technology to share writing.
- Incorporate illustrations when appropriate.
- Share and celebrate their writing.

Standard 4010-08	**Students, teachers, and parents write and respond together.**

Objectives:

4010-0801. Write collaboratively on a selected topic.

- Generate a topic together.
- Receive and understand a variety of ideas.
- Discuss and revise work in progress.
- Publish the finished product.

4010-0802. Respond to the writing of others.

- Listen to the writing of their peers.
- Make comments and ask questions.
- Respect personal and group comments.

Speaking and Listening

Students enter the classroom with a background of oral language that is often rich and varied. They use this background to establish, sustain, and extend relationships necessary for learning. They speak and listen in varied learning situations to identify, rehearse, and present ideas. Through exploratory and presentational talk, students generate and reflect on ideas and topics, recognize and solve problems, explore alternatives, examine data, and reach conclusions. Oral language provides students a significant means for making new and productive connections between their own ideas and those of others. Talk is an important tool for learning in all subject areas.

In classrooms, homes, communities and cultures, students develop oral language expertise by using these language processes to learn about themselves and their world. It is important to note that students learn language, learn about language, and learn through language simultaneously. This is why oral language proficiency is a key predictor for reading and writing fluency.

Standard 4010-09 **Students develop oral language through speaking.**

Objectives:

4010-0901. Learn to explore ideas through talk.

- Participate in discussions in a variety of settings (e.g., dramatic play, literature study, learning centers, and whole group interactions).
- Create new language patterns based on patterned text.
- Relate new experiences to prior experiences.
- Initiate conversation with peers and adults.
- Ask for clarification and explanation of words and ideas.
- Follow implicit rules for conversation (i.e., taking turns and staying on topic).
- Tell and retell stories and events in logical order.
- Ask and respond to questions in small group settings.
- Use a primary language when it provides greater facility to explore ideas that may later be expressed in standard English.

4010-0902. Use speech for language enrichment.

- Participate in show and tell, literature responses, story retellings, and shared writing (e.g., morning message).
- Engage in imaginative talk as part of role play or drama.
- Recite short poems, rhymes, songs, and stories with repeated patterns.
- Improvise in response to pictures, music, and stories.
- Create oral stories to share with others.
- Create and participate in oral dramatic activities.

4010-0903. Build a speaking vocabulary.

- Use words to describe or name people, places, and things.
- Increase oral descriptive vocabulary.
- Ask about words not understood.
- Use singular and plural nouns.
- Give simple oral directions.

Standard 4010-10	Students develop language and acquire information through listening.

Objectives:

4010-1001. Listen actively.

- Follow simple two-step directions.
- Listen and respond in conversation.
- Listen to gain information.
- Recognize and respond to humor.
- Listen for a specific purpose (e.g., retell a story, follow directions, share information).

4010-1002. Construct meaning from what they hear.

- Relate what they hear to what they know.
- Make and verify predictions as they continue to listen.
- Restate information to confirm meaning.

4010-1003. Respond as they listen to stories.

- Attend to what is being read.
- Reflect on what is read and relate it to personal experience.
- Anticipate the flow of events.
- Recognize story elements (e.g., setting and character).
- Identify concluding events.

Standard 4010-11	Students, teachers, and parents use speaking and listening to explore, clarify, and understand ideas in different settings.

Objectives:

4010-1101. Build upon the language skills developed in the family, school, and community.

- Share ideas.
- Ask and answer questions.
- Listen and respond to peers and adults.

4010-1102. Participate in a language-rich environment created by students, teachers, and parents.

- Talk to develop concepts, understand processes, and share family stories.
- Talk with people of different ages and cultures.
- Listen interactively to a variety of language experiences (e.g., nursery rhymes, songs, stories, informational books).

SECOND GRADE

Reading

Reading is a process of constructing meaning from print. In order to construct meaning, students draw upon their life experience and the reading environment. That is, the meaning a student constructs from print reflects the experience, language, culture and immediate concerns of that student. Students, whether beginning, developing, or proficient, simultaneously and strategically use the meaning (semantic), sentence structure (syntactic), and sound/symbol (graphophonic) cueing systems. Over time, students develop a personal vocabulary that fosters independence.

The independence which reading fosters literally brings the world, both real and imagined, within a student's grasp. By reading a variety of genre for different purposes, students begin to make connections across the disciplines. They connect their lives with other readers, authors, texts, and the world. Reading increases interest and knowledge in the content areas. Much of the information that readers possess comes from reading, not from direct experience. At the same time, hands-on experience, when combined with reading, deepens understanding.

When students talk with others about their reading and related life experience, they learn from each other and begin to see the crucial role reading can play in helping them accomplish personal goals. It is the community experience that enhances student attitudes toward reading and which invites students to view themselves as readers. Community, which begins with the family, may be composed of large or small groups, partners or individual readers interacting with the author's writing. Communities offer readers opportunities to refine thinking, broaden perspectives, share enthusiasm for literature, and create understanding between people.

Questions to focus attention on how students make meaning from print:

***Prior Knowledge:** What do I already know about this topic?*
***Graphophonic Cues:** Does what I read match what I see in print?*
***Semantic Cues:** Does what I'm reading make sense?*
***Syntactic Cues:** Does the sentence sound right? Does the word fit?*

Standard 4020-01 **Students use prior knowledge to comprehend new information and construct meaning.**

Objectives:

4020-0101. Assimilate new ideas introduced through pictures and print.

- Make connections between prior knowledge and new information.
- Use new information in writings, drawings, and play.

4020-0102. Make connections between personal experience and print.

- Relate new ideas to existing knowledge.
- Create mental images from pictures and print.
- Use illustrations to access prior knowledge.
- Generate questions from the reading.

4020-0103. Record thoughts through writings, drawings, and projects.

Standard 4020-02 **Students make predictions and confirm meaning.**

Objectives:

4020-0201. Anticipate the flow of events or information.

- Predict events in a reasonable sequence.
- Identify predicted events that fit the text.

4020-0202. Verify predictions as the reading continues.

- Determine the accuracy of predictions.
- Change predictions to fit additional information from the reading.
- Make new predictions as information is added.

4020-0203. Draw reasonable conclusions.

- Retell events to confirm meaning.
- Make reasonable inferences.
- Identify the concluding event(s) and/or important idea(s).

Standard 4020-03	Students use graphophonic cues (letter/sound correspondence) to decode unfamiliar words while reading.

Objectives:

4020-0301. Recognize word parts in words.

- Group compound and multi-syllable words into families based on common word parts.
- Read contractions.
- Distinguish between singular and plural words.
- Recognize possessives in sentences.

4020-0302. Combine sound units into words.

- Use known letter patterns and word families to decode unfamiliar words.
- Identify word parts in new words (e.g., -tion, -ment, -ary, -ism, -ture, -ent, -ant, -ough, -ought, -igh, -ight).
- Decode consonant digraphs (e.g., ph, wr, ck).
- Decode vowel patterns (e.g., ea, oo, ou, au) and vowel/consonant combinations (e.g., er, ir, ur, ow).
- Demonstrate fluency in whole word recognition.
- Associate decoded words with their meaning.

Standard 4020-04	Students monitor and guide their comprehension of text.

Objectives:

4020-0401. Continue to develop a reading vocabulary (i.e., pronounce and understand new words).

- Determine contextually appropriate meanings of multiple meaning words (e.g. beat, star); homonyms (e.g. rode, road); synonyms (e.g., happy, glad); and antonyms (e.g. happy, sad).
- Use the context of print to determine the meaning of words.
- Associate new words with concepts across the curriculum (e.g., cycle, matter, shadow).
- Read nonphonetic words as sight words (e.g., ocean, sugar, laugh).

4020-0402. Use punctuation to guide reading with correct phrasing and emphasis.

- Recognize sentence boundaries in text (e.g., initial capital, period, question mark, exclamation point).
- Observe punctuation when reading aloud.
- Recognize how punctuation contributes to meaning.

4020-0403. Use a variety of strategies to comprehend print.

- Recognize incongruities between an incorrectly decoded word and the text.
- Use text and illustrations to adjust and confirm meaning.
- Ask questions to clarify meaning.
- Retell in own words to make sense what was read.
- Reread to check comprehension.

4020-0404. Develop an interpretation of text.

- Identify story elements (e.g., character, plot, setting).
- Identify main and supportive ideas in informational text.
- Make inferences.
- Draw reasonable conclusions.

4020-0405. Evaluate text.

- Discriminate between fact and opinion.
- Identify favorite books and stories.

Standard 4020-05	**Students develop independence in reading.**

Objectives:

4020-0501. Read frequently in and out of school.

- Read a variety of genres (e.g., stories, poetry, informational books).
- Reread familiar materials.
- Study an author's craft by reading several books by the same author.
- Build a personal reading vocabulary by encountering words from the environment and in varied contexts.
- Read materials at an increasingly higher level.

4020-0502. Demonstrate reading fluency.

- Read phrases rather than word-by-word.
- Preserve phrasing and syntax of the author to convey meaning.
- Read with expression, interjecting a sense of feeling, anticipation, or characterization.
- Read aloud to develop fluency.

Standard 4020-06	**Students, teachers, and parents read together to create shared meaning from print.**

Objectives:

4020-0601. Value reading as an important part of their lives.

- Share various literary genre (e.g., picture books, poetry, folk and fairy tales, songs, plays, experience charts, informational books).
- Appreciate cultural contributions and artistic expressions.
- Use appropriate strategies to refine meaning (i.e., make predictions, ask questions, retell story).
- Choose to read outside of school.
- Share ideas from reading.
- Refine reading skills and develop positive attitudes.

4020-0602. Participate in a print-rich environment.

- Read together (e.g., student to student, child to parent, parent to child, student to teacher, parent to class, teacher to class).
- Reread and retell favorite stories with friends and/or family members.
- Participate in a variety of language activities.

Writing

Students need time to write every day. They need choices throughout the process and opportunities for response in order to develop as writers. In the beginning, students draw pictures, scribble, and write in order to approximate written communication in the context of play. Early writing helps solidify alphabetic knowledge and promotes phonemic awareness, an important foundation for reading. Later, students who write use process strategies including prewriting, drafting, peer sharing, conferring, revising, editing, and

publishing to create text and explore different genre. These strategies weave throughout the process rather than building step by step. Students do not use all process strategies with each text they write, but rather select the ones that seem appropriate. It is important that students consider audience and purpose as they incorporate elements such as ideas, organization, voice, word choice, sentence structure, and conventions.

In order to develop as writers and thinkers, students need the opportunity to write in all subject areas. Writing clarifies and focuses thought. It is the best tool that students have to refine their understanding and knowledge of a subject. By writing, students extend their thinking, and reflect upon and share their thoughts with others.

It is the experience of sharing their thoughts and writing with others that invites students to value their roles as authors. Students work together to brainstorm ideas, and select vocabulary and writing techniques to create text. They critique, revise, and edit each other's written work. Students produce writing that communicates effectively with readers, and they share these products with others in various ways. Students who write also meet and communicate with other writers from outside the classroom.

Standard 4020-07	**Students use concepts and conventions of print to create texts.**

Objectives:

4020-0701. Write in a variety of formats for different purposes.

- Recognize varying formats and purposes of print (e.g., poetry, riddles, stories, letters).
- Write to entertain and inform.
- Use writing to facilitate learning.
- Use literature as a foundation for writing.

4020-0702. Build a spelling vocabulary for writing.

- Represent sounds in words in the correct order.
- Spell an increasing number of high frequency words correctly.
- Use spelling patterns to spell new words.
- Approximate the spelling of unknown words.
- Print legibly.
- Use spelling resources (e.g., word lists, dictionaries, charts, classmates).
- Identify and correct misspelled words.

4020-0703. Construct correct sentences when writing.

- Use basic sentence patterns (e.g., noun/verb, noun/verb/object).
- Apply the conventions of capitalization (e.g., sentence beginning, proper nouns, pronoun "I").
- Choose end punctuation to fit the sentence purpose (e.g., period, question mark, exclamation mark).

4020-0704. Make effective word choices that convey the intent and meaning.

- Use language appropriate to the subject.
- Demonstrate effective use of resources (e.g., dictionary, word wall, peers, adults).

Standard: 4020-08 **Students use process strategies to create text.**

Objectives:

4020-0801. Use informal writing to facilitate learning across the curriculum.

- Record reactions and observations before, during, and after learning activities (e.g., science experiments, field trips, literature study).
- Write questions in a subject area to guide further inquiry.

4020-0802. Create and organize ideas on paper.

- Select a topic based on personal knowledge and/or interest.
- Rehearse ideas alone, with peers, and/or with teacher.
- Write in a variety of forms (e.g., picture book, personal narrative, story, poem, informational piece).
- Follow patterns from literature.
- Read writing to check for meaning.
- Add words, sentences, and details to complete a piece of writing.
- Determine when a piece is complete.

4020-0803. Publish selected pieces.

- Use legible handwriting or technology to produce final copy.

- Incorporate illustrations or photos when appropriate.
- Share the finished product.

Standard 4020-09	**Students, teachers, and parents write and respond together.**

Objectives:

4020-0901. Write collaboratively on a selected topic.

- Generate a topic together.
- Make new and productive connections between their own ideas and those of others.
- Discuss and revise work in progress.
- Publish the finished product.

4020-0902. Respond to the writing of others.

- Listen to the writing of others.
- Make comments and ask questions.
- Respond to the writer's questions.
- Respect personal and group comments.

Speaking and Listening

Students enter the classroom with a background of oral language that is often rich and varied. They use this background to establish, sustain, and extend relationships necessary for learning. They speak and listen in varied learning situations to identify, rehearse, and present ideas. Through exploratory and presentational talk, students generate and reflect on ideas and topics, recognize and solve problems, explore alternatives, examine data, and reach conclusions. Oral language provides students a significant means for making new and productive connections between their own ideas and those of others. Talk is an important tool for learning in all subject areas.

In classrooms, homes, communities and cultures, students develop oral language expertise by using these language processes to learn about themselves and their world. It is important to note that students learn language, learn about language, and learn through language simultaneously. This is why oral language proficiency is a key predictor for reading and writing fluency.

Standard: Students develop oral language through speaking.
4020-10

Objectives:

4020-1001. Learn to explore ideas through talk.

- Participate in discussions in a variety of settings (e.g., dramatic play, literature groups, learning centers, and whole group interactions).
- Create new language patterns based on patterned text.
- Relate new experiences to prior experiences.
- Initiate conversation with peers and adults.
- Ask for clarification and explanation of words and ideas.
- Follow implicit rules for conversation (i.e., taking turns and staying on topic).
- Tell and retell stories and events in logical order.
- Ask and respond to questions in small group settings.
- Paraphrase information shared orally by others.
- Use a primary language when it provides greater facility to explore ideas that may later be expressed in standard English.

4020-1002. Use speech for language enrichment.

- Participate in show and tell, literature responses, story retellings, and shared writing (e.g., morning message).
- Create oral stories to share with others.
- Create and participate in oral dramatic activities.
- Recite short poems, rhymes, songs, and stories with repeated patterns.
- Improvise in response to pictures, music, and stories.
- Share stories or information orally with an audience.

4020-1003. Build a speaking vocabulary.

- Use words to describe or name people, places, and things.
- Increase oral descriptive vocabulary.
- Ask about words not understood.
- Use singular and plural nouns.
- Give oral directions.
- Use words that reflect a growing range of interest and knowledge.
- Clarify and explain words and ideas orally.
- Identify synonyms and antonyms in oral communication.

- Use correct verb tenses in oral communication.

Standard 4020-11	Students develop language and acquire information through listening.

Objectives:

4020-1101. Listen actively.

- Follow multi-step directions.
- Listen and respond in conversation.
- Listen to gain information.
- Recognize and respond to varied uses of language (e.g., humor, parody).
- Listen for a specific purpose (e.g., retell a story, follow directions, share information).

4020-1102. Construct meaning from what they hear.

- Relate what they hear to what they know.
- Make and verify predictions as they continue to listen.
- Restate information to confirm meaning.
- Ask questions to expand understanding.

4020-1103. Respond as they listen to stories.

- Attend to what is being read.
- Reflect on what is read and relate it to personal experience.
- Anticipate the flow of events.
- Recognize story elements (e.g., setting and character).
- Identify concluding events.
- Distinguish between reality and fantasy.

Standard 4020-12	Students, teachers, and parents use speaking and listening to explore, clarify, and understand ideas in different settings.

Objectives:

4020-1201. Build upon the language skills developed in the family, school, and community.

- Share ideas.
- Ask and answer questions.
- Listen and respond to peers and adults.
- Respect cultural and ethnic differences.

4020-1202. Participate in a language-rich environment created by students, teachers, and parents.

- Talk to develop concepts, understand processes, and share family stories.
- Talk with people of different ages and cultures.
- Listen interactively to a variety of language experiences (e.g., poetry, songs, stories, informational books).

THIRD GRADE

Reading

Reading is a process of constructing meaning from print. In order to construct meaning, students draw upon their life experience and the reading environment. That is, the meaning a student constructs from print reflects the experience, language, culture and immediate concerns of that student. Students, whether beginning, developing, or proficient, simultaneously and strategically use the meaning (semantic), sentence structure (syntactic), and sound/symbol (graphophonic) cueing systems. Over time, students develop a personal vocabulary that fosters independence.

The independence which reading fosters literally brings the world, both real and imagined, within a student's grasp. By reading a variety of genre for different purposes, students begin to make connections across the disciplines. They connect their lives with other readers, authors, texts, and the world. Reading increases interest and knowledge in the content areas. Much of the information that readers possess comes from reading, not from direct experience. At the same time, hands-on experience, when combined with reading, deepens understanding.

When students talk with others about their reading and related life experience, they learn from each other and begin to see the crucial role reading can play in helping them accomplish personal goals. It is the community experience that enhances student attitudes toward reading and which invites students to view themselves as readers. Community, which begins with the family, may be composed of large or small groups, partners or individual readers interacting with the author's writing. Communities offer readers opportunities to refine thinking, broaden perspectives, share enthusiasm for literature, and create understanding between people.

Questions to focus attention on how students make meaning from print:

***Prior Knowledge:** What do I already know about this topic?*
***Graphophonic Cues:** Does what I read match what I see in print?*
***Semantic Cues:** Does what I'm reading make sense?*
***Syntactic Cues:** Does the sentence sound right? Does the word fit?*

Standard 4030-01	Students use prior knowledge to make predictions, comprehend new information, and construct meaning.

Objectives:

4030-0101. Make connections between personal experience and print.

- Assimilate new ideas introduced through pictures and print.
- Relate new ideas to existing knowledge.
- Create mental images from pictures and print.
- Use illustrations and graphic organizer to access prior knowledge.
- Generate questions from the reading.
- Discuss ideas related to the text, before, during and after reading.
- Synthesize thoughts through discussions, writings, drawings, and projects.

4030-0102. Anticipate the flow of events or information.

- Predict events in a reasonable sequence.
- Use formats, ideas, plots, and elements from previous reading to make predictions.

4030-0103. Verify predictions as the reading continues.

- Determine the accuracy of predictions.
- Change predictions to fit additional information from the reading.
- Make new predictions as information is added.

Standard 4030-02	Students comprehend and critically evaluate text as they read for different purposes.

Objectives:

4030-0201. Use a variety of strategies to comprehend print.

- Recognize incongruities between an incorrectly decoded word and the passage.
- Reread to check comprehension.
- Use text and illustrations to adjust and confirm meaning.
- Ask questions.
- Retell in own words to make sense.

- Use resources (e.g., dictionary, glossary, teacher) to verify and confirm meaning.

4030-0202. Develop an interpretation of the text.

- Identify story elements (e.g. character, plot, setting).
- Recognize the relationship between development of the plot and changes in other story elements.
- Identify main and supporting ideas in informational text.
- Make connections between information in text and historical/current events.
- Make inferences.
- Draw reasonable conclusions.
- Identify cause/effect or problem/solution in text.

4030-0203. Critically evaluate the text.

- Discriminate between fact and opinion.
- Form opinions about the quality of text (e.g., setting, character development, sequence, language use, format).
- Compare and contrast within and between texts (e.g., facts, characters, time frame, setting).
- Select and apply relevant information to new experiences.

4030-0204. Use organizational features of books and related resources.

- Use alphabetical and numerical ordering to locate information (e.g., table of contents, index, dictionary, encyclopedia, telephone book).
- Use dictionary definitions to aid comprehension.
- Use the table of contents or index to locate specific information.
- Select the appropriate resource for the task (e.g., dictionary for word meaning, encyclopedia for concept information).

Standard 4030-03	**Students use a variety of cueing systems to determine word pronunciation, meaning, and language structure.**

Objectives:

4030-0301. Use graphophonic cues (letter/sound correspondence) to identify and pronounce words.

- Identify known words and figure out unknown words through knowledge of letter combinations and word families.
- Read high frequency words fluently.
- Decode words using word parts (e.g., root words, prefixes, suffixes).

4030-0302. Students use semantic cues (word meaning in context) to comprehend text.

- Use word parts to determine meaning (e.g., root words, prefixes, suffixes, compound words, contractions).
- Use self-correction strategies when the meaning of a word or passage is not clear (e.g., read on, reread, try an alternate pronunciation, ask questions, use resources).
- Recognize words that signal transitions to determine sequence and its contribution to the meaning of a text (e.g., first, finally, as a result).

4030-0303. Students use syntactic cues (word order/sentence sense) to monitor and guide their comprehension of text.

- Use punctuation to guide reading with correct phrasing and emphasis.
- Recognize how text structure contributes to meaning (e.g., initial capital, period, question mark, exclamation mark, comma, paragraph indentation).
- Recognize how word placement within a sentence contributes to overall meaning.

4030-0304. Continue to develop a reading vocabulary (i.e., pronounce and understand new words).

- Determine contextually appropriate meanings of multiple meaning words (e.g., beat, star), homonyms (e.g., rode, road), synonyms (e.g., happy, glad), and antonyms (e.g., happy, sad).
- Determine meaning of new words.

- Associate new words with new concepts across the curriculum (e.g., habitat, technology, pulley, lever).
- Determine the literal meaning of figurative expressions (e.g., metaphors, proverbs, idioms, clichés, literary expressions).
- Read nonphonetic words as sight words in context (e.g., patient, scissors, beauty).

Standard 4030-04	**Students develop independence in reading.**

Objectives:

4030-0401. Read frequently in and out of school.

- Read a variety of genres (e.g., fiction, poetry, informational text).
- Reread familiar materials.
- Study an author's craft by reading several books by the same author.
- Build a personal reading vocabulary by encountering words from the environment and in varied contexts.
- Read materials at an increasingly higher level.

4030-0402. Demonstrate reading fluency.

- Demonstrate automaticity in decoding.
- Read primarily in meaningful phrase groups rather than word-by-word.
- Preserve phrasing and syntax of the author to convey meaning.
- Read with expression, interjecting a sense of feeling, anticipation, or characterization.
- Read aloud fluently.

Standard 4030-05	**Students, teachers, and parents read together to create shared meaning from print.**

Objectives:

4030-0501. Value reading as an important part of their lives.

- Share various literary genre (e.g., picture books, poetry, folk and fairy tales, songs, plays, informational text).

- Appreciate cultural contributions and artistic expressions.
- Use appropriate strategies to refine meaning (e.g., make predictions, ask questions, retell story).
- Choose to read outside of school.
- Share ideas from reading.
- Refine reading skills and develop positive attitudes.

4030-0502. Participate in a print-rich environment.

- Read together (e.g., student to student, child to parent, parent to child, student to teacher, parent to class, teacher to class).
- Reread and retell favorite stories with friends and/or family members.
- Participate in a variety of language activities (e.g., readers' theater, choral reading, dramatization).

Writing

Students need time to write every day. They need choices throughout the process and opportunities for response in order to develop as writers. In the beginning, students draw pictures, scribble, and write in order to approximate written communication in the context of play. Early writing helps solidify alphabetic knowledge and promotes phonemic awareness, an important foundation for reading. Later, students who write use process strategies including prewriting, drafting, peer sharing, conferring, revising, editing, and publishing to create text and explore different genre. These strategies weave throughout the process rather than building step by step. Students do not use all process strategies with each text they write, but rather select the ones that seem appropriate. It is important that students consider audience and purpose as they incorporate elements such as ideas, organization, voice, word choice, sentence structure, and conventions.

In order to develop as writers and thinkers, students need the opportunity to write in all subject areas. Writing clarifies and focuses thought. It is the best tool that students have to refine their understanding and knowledge of a subject. By writing, students extend their thinking, and reflect upon and share their thoughts with others.

It is the experience of sharing their thoughts and writing with others that invites students to value their roles as authors. Students work together to brainstorm ideas, and select vocabulary and writing techniques to create text. They critique, revise, and edit each other's written work. Students produce writing that communicates effectively with readers, and they share these products with

others in various ways. Students who write also meet and communicate with other writers from outside the classroom.

Standard 4030-06	Students use concepts and conventions of print to create texts.

Objectives:

4030-0601. Write in a variety of formats for different purposes.

- Recognize varying formats and purposes of print (e.g., stories, correspondence, reports, poems).
- Write stories with a beginning, middle, and end.
- Incorporate aspects of characterization, setting, and plot.
- Sequence information using signal words.
- Write informational text using main ideas and sequence.

4030-0602. Build a spelling vocabulary for writing.

- Spell an increasing number of high frequency words correctly.
- Use spelling patterns to spell new words (e.g., word families, syllabication, letter combinations).
- Approximate and confirm the spelling of unknown words.
- Form letters correctly in cursive.
- Write legibly in manuscript and cursive.
- Use spelling resources (e.g., word lists, dictionaries, charts, peers, adults).
- Identify and correct misspelled words.

4030-0603. Recognize and construct sentences.

- Demonstrate correct usage of subject/verb agreement and verb tense.
- Construct sentences using basic sentence patterns (e.g., noun/verb, noun/verb/object).
- Combine simple sentences.
- Apply the conventions of capitalization (i.e., sentence beginning, proper nouns, titles).
- Use commas in a series, in correspondence, and in dates.
- Use quotation marks to indicate speech.
- Use apostrophes to indicate possession and contractions.
- Use common abbreviations (e.g., Mr. and Mrs., months and days).

- Demonstrate awareness of page format features (e.g., margins, indentation).

4030-0604. Make effective word choices that convey the intended meaning.

- Use context to determine correct homonyms.
- Identify and correct errors in word choice (e.g., comparatives, superlatives, pronouns, plurals, possessives).
- Use language appropriate to the subject and audience.
- Demonstrate effective use of resources (e.g., dictionary, peers, adults).
- Use published writing and teacher demonstration as a model for conventional usage and mechanics.

Standard 4030-07 **Students use process strategies to create text.**

Objectives:

4030-0701. Use informal writing to facilitate learning across the curriculum.

- Record reactions and observations before, during, and after learning activities (e.g., science experiments, field trips, literature study).
- Write questions in a subject area to guide further inquiry.
- Explain concepts and/or procedures for different audiences.

4030-0702. Prepare to write.

- Select a topic.
- Rehearse ideas alone, with peers, and/or with adults.
- Use webs, story maps, or other graphic organizers.
- Write to get ideas on paper.
- Write in a variety of forms (e.g., picture book, correspondence, personal narrative, story, poem, informational piece).
- Use background knowledge and/or information books.

4030-0703. Create a working draft.

- Organize ideas on paper.
- Follow patterns from literature and apply techniques demonstrated by authors.
- Use technology when available and appropriate.

4030-0704. Revise working drafts.

- Reread draft to check for meaning.
- Revise text with assistance.
- Add words, sentences, and details to complete a piece of writing.
- Determine when a piece is complete.
- Use technology when available and appropriate.

4030-0705. Publish selected pieces.

- Begin to proofread and correct errors.
- Select the format for the finished product.
- Use legible handwriting or technology to produce final copy.
- Incorporate illustrations, photos, charts, and graphs when appropriate.
- Share the finished product with the intended audience.

Standard 4030-08	**Students, teachers, and parents write and respond together.**

Objectives:

4030-0801. Write collaboratively on a selected topic.

- Generate a topic together.
- Make new and productive connections between their own ideas and those of others.
- Discuss work in progress.
- Review, revise, and edit together.
- Reach consensus on a final document.
- Publish the finished product.

4030-0802. Respond to the writing of others.

- Listen to the writing of others.
- Make comments and ask questions.
- Respond to the writer's questions.
- Respect personal and group comments.

Speaking and Listening

Students enter the classroom with a background of oral language that is often rich and varied. They use this background to establish, sustain, and extend relationships necessary for learning. They speak and listen in varied learning situations to identify, rehearse, and present ideas. Through exploratory and presentational talk, students generate and reflect on ideas and topics, recognize and solve problems, explore alternatives, examine data, and reach conclusions. Oral language provides students a significant means for making new and productive connections between their own ideas and those of others. Talk is an important tool for learning in all subject areas.

In classrooms, homes, communities and cultures, students develop oral language expertise by using these language processes to learn about themselves and their world. It is important to note that students learn language, learn about language, and learn through language simultaneously. This is why oral language proficiency is a key predictor for reading and writing fluency.

Standard 4030-09 **Students develop oral language through speaking.**

Objectives:

4030-0901. Learn as they talk to explore ideas.

- Participate in discussions in a variety of settings (e.g., literature groups, peer conferences, and whole group interactions).
- Relate new experiences to prior experiences.
- Ask for clarification and explanation of words and ideas.
- Clarify ideas, express opinions, and ask relevant questions.
- Follow implicit rules for conversation (i.e., taking turns and staying on topic).
- Tell and retell stories and events in logical order.
- Paraphrase information shared orally by others.
- Use a primary language when it provides greater facility to explore ideas that may later be expressed in standard English.

4030-0902. Use oral language to present information.

- Use oral language for different purposes (e.g., to inform, persuade, and entertain).

- Use effective volume, eye contact, pacing, phrasing, pitch, and enunciation.
- Use examples and vocabulary appropriate to the topic and audience.
- Organize ideas sequentially or around major points of information.

4030-0903. Use speech for language enrichment.

- Participate in literature responses, book shares, and story retellings.
- Create and participate in oral dramatic activities.
- Recite short poems, rhymes, songs, and stories.
- Improvise in response to pictures, music, and stories.
- Share stories or information orally with an audience.

4030-0904. Build a speaking vocabulary.

- Increase oral descriptive vocabulary.
- Ask about words not understood.
- Use singular and plural nouns.
- Use compound words in oral communication.
- Use words that reflect a growing range of interest and knowledge.
- Clarify and explain words and ideas.
- Identify and use synonyms, antonyms, comparatives, and superlatives.

4030-0905. Demonstrate an understanding of oral language structure.

- Create oral stories to share with others.
- Use correct verb tenses in oral communication.
- Express ideas orally in complete sentences.

Standard 4030-10	**Students develop language and acquire information through listening.**

Objectives:

4030-1001. Listen actively.

- Follow multi-step directions.
- Listen and respond in conversation.
- Listen to gain information.

- Recognize and respond to varied uses of language (e.g., humor, parody, and persuasion).
- Listen for a specific purpose (e.g., retell a story, follow directions, share information).

4030-1002. Construct meaning from what they hear.

- Relate what they hear to what they know.
- Make and verify predictions as they continue to listen.
- Restate information to confirm meaning.
- Recognize different perspectives.
- Clarify meaning through interaction (e.g., reflecting, questioning, restating).
- Develop independent interpretive skills in noninteractive situations (e.g., assemblies, visual media, formal presentations).
- Recognize and respond to oral language used for different purposes (e.g., to inform, persuade, and entertain).

4030-1003. Respond as they listen to stories and informational text.

- Attend to what is being read.
- Reflect on what is read and relate it to personal experience.
- Anticipate the flow of events.
- Recognize story elements (e.g., setting, character, and plot).
- Recognize textual organization (e.g., main ideas and detail, cause and effect, comparison and contrast, sequence of events).
- Distinguish between fiction and nonfiction.

Standard 4030-11	**Students, teachers, and parents use speaking and listening to explore, clarify, and understand ideas in different settings.**

Objectives:

4030-1101. Build upon the language skills developed in the family, school, and community.

- Respect cultural and ethnic differences.
- Share ideas with class members.
- Ask and answer questions.
- Listen and respond to peers and adults.
- Apply knowledge and information to new situations.
- Participate in groups to generate ideas and solve problems.

4030-1102. Participate in a language-rich environment created by parents and teachers.

- Talk to develop concepts, understand processes, and share family stories.
- Talk with people of different ages and cultures.
- Listen interactively to a variety of language experiences (e.g., poetry, songs, stories, informational books).

FOURTH GRADE

Reading

Reading is a process of constructing meaning from print. In order to construct meaning, students draw upon their life experience and the reading environment. That is, the meaning a student constructs from print reflects the experience, language, culture and immediate concerns of that student. Students, whether beginning, developing, or proficient, simultaneously and strategically use the meaning (semantic), sentence structure (syntactic), and sound/symbol (graphophonic) cueing systems. Over time, students develop a personal vocabulary that fosters independence.

The independence which reading fosters literally brings the world, both real and imagined, within a student's grasp. By reading a variety of genre for different purposes, students begin to make connections across the disciplines. They connect their lives with other readers, authors, texts, and the world. Reading increases interest and knowledge in the content areas. Much of the information that readers possess comes from reading, not from direct experience. At the same time, hands-on experience, when combined with reading, deepens understanding.

When students talk with others about their reading and related life experience, they learn from each other and begin to see the crucial role reading can play in helping them accomplish personal goals. It is the community experience that enhances student attitudes toward reading and which invites students to view themselves as readers. Community, which begins with the family, may be composed of large or small groups, partners or individual readers interacting with the author's writing. Communities offer readers opportunities to refine thinking, broaden perspectives, share enthusiasm for literature, and create understanding between people.

Questions to focus attention on how students make meaning from print:

***Prior Knowledge:** What do I already know about this topic?*
***Graphophonic Cues:** Does what I read match what I see in print?*
***Semantic Cues:** Does what I'm reading make sense?*
***Syntactic Cues:** Does the sentence sound right? Does the word fit?*

Standard 4040-01	Students use prior knowledge to make predictions, comprehend new information, and construct meaning.

Objectives:

4040-0101. Make connections between personal experience and print.

- Assimilate new ideas introduced through pictures and print.
- Relate new ideas to existing knowledge.
- Create mental images from pictures and print.
- Use illustrations and graphic organizers to access prior knowledge.
- Generate questions from the reading.
- Discuss ideas related to the text before, during and after reading.
- Synthesize thoughts through discussions, writings, drawings, and projects.

4040-0102. Anticipate the flow of events or information.

- Predict events in a reasonable sequence.
- Use formats, ideas, plots, and elements from previous reading to make predictions.

4040-0103. Verify predictions as the reading continues.

- Use multiple sources to verify/confirm predictions.
- Change predictions to fit additional information from the reading.
- Make new predictions as information is added.

Standard 4040-02	Students comprehend and critically evaluate text as they read for different purposes.

Objectives:

4040-0201. Use a variety of strategies to comprehend text.

- Use surrounding texts to determine the meaning of unfamiliar words.
- Reread to check comprehension.
- Use text and illustrations to adjust and confirm meaning.
- Ask questions.

- Retell in own words to make sense.
- Use resources (e.g., dictionary, glossary, index, teacher) to verify and confirm meaning.

4040-0202. Develop an interpretation of text.

- Recognize the relationship between development of the plot and changes in other story elements (e.g. character, plot, setting, solution/resolution).
- Identify main and supporting ideas in informational text.
- Incorporate information from non-print features (e.g., illustrations, tables, diagrams) with print information to enhance comprehension.
- Make connections between information in text and historical/current events.
- Make inferences and draw reasonable conclusions.
- Identify cause/effect or problem/solution in text.

4040-0203. Critically evaluate the text.

- Discriminate between fact, fiction, and opinion.
- Form opinions about the quality of a text (e.g., setting, character development, sequence, language use, format).
- Compare and contrast within and between texts (e.g., facts, characters, time frame, setting, author's purpose).
- Select and use relevant information for discussion, further reading, writing, or a follow-up task.
- Judge the accuracy of the text (e.g., author's qualifications, author's sources, date of publication).
- Validate text with personal experience.
- Understand different points of view.

4040-0204. Use organizational features of books and related resources.

- Use alphabetical and numerical ordering to locate information (e.g., table of contents, index, dictionary, encyclopedia, telephone book).
- Use headings, side-headings, and sub-headings to locate specific information or to prepare to read.
- Use dictionary definitions to aid comprehension.
- Use the table of contents or index to locate specific information.
- Select the appropriate resource for the task (e.g., dictionary for word meaning, encyclopedia for concept information).

Standard 4040-03	Students use a variety of cueing systems to determine word pronunciation, meaning, and language structure.

Objectives:

4040-0301. Use cueing systems to monitor and guide comprehension of text.

- Use graphophonic cues to automatically and accurately identify and pronounce words.
- Use self-correction strategies when the meaning of a word or passage is not clear (e.g., read on, reread, try an alternate pronunciation, try an alternate word, ask questions, use resources).
- Recognize words that signal transitions to determine sequence and its contribution to the meaning of a text (e.g., because, although).
- Recognize how text structure contributes to meaning (e.g., initial capital, period, question mark, exclamation mark, comma, paragraph indentation).
- Recognize the relationship between a pronoun and its referent.

4040-0302. Continue to develop a reading vocabulary (i.e., pronounce and understand new words).

- Determine contextually appropriate meanings of multiple meaning words (e.g., steer, patch), homonyms (e.g., there, their, they're), synonyms (e.g., wide, broad), and antonyms (e.g., together, separate).
- Determine meaning of new words.
- Associate words with new concepts across the curriculum (e.g., minerals, biomes, immigration).
- Interpret comparatives (e.g., small, smaller, smallest) and superlatives (e.g., big, huge, enormous).

Standard: 4040-04	Students develop independence in reading.

Objectives:

4040-0401. Read frequently in and out of school.

- Read a variety of genres (e.g., fiction, poetry, informational text).

- Reread familiar materials.
- Study an author's craft by reading several books by the same author.
- Build a personal reading vocabulary by encountering words from the environment and in varied contexts.
- Read a wide range of challenging materials.

4040-0402. Demonstrate reading fluency.

- Read in meaningful phrases.
- Preserve phrasing and syntax of the author to convey meaning.
- Read with expression, interjecting a sense of feeling, anticipation, or characterization.
- Read aloud fluently.

Standard: 4040-05	**Students, teachers, and parents read together to create shared meaning from print.**

Objectives:

4040-0501. Value reading as an important part of their lives.

- Share various literary genre (e.g., reference materials, chapter books, magazines, newspapers).
- Appreciate cultural contributions and artistic expressions.
- Use appropriate strategies to refine meaning (e.g., make predictions, ask questions, retell story).
- Choose to read outside of school.
- Seek opportunities to share ideas from reading.
- Refine reading skills and develop positive attitudes.

4040-0502. Participate in a print-rich environment.

- Read together (e.g., student to student, child to parent, parent to child, student to teacher, parent to class, teacher to class).
- Reread and retell favorite stories with friends and/or family members.
- Participate in a variety of language activities (e.g., word games and puzzles, correspondence, family histories, choral reading, readers' theater).

Writing

Students need time to write every day. They need choices throughout the process and opportunities for response in order to develop as writers. In the beginning, students draw pictures, scribble, and write in order to approximate written communication in the context of play. Early writing helps solidify alphabetic knowledge and promotes phonemic awareness, an important foundation for reading. Later, students who write use process strategies including prewriting, drafting, peer sharing, conferring, revising, editing, and publishing to create text and explore different genre. These strategies weave throughout the process rather than building step by step. Students do not use all process strategies with each text they write, but rather select the ones that seem appropriate. It is important that students consider audience and purpose as they incorporate elements such as ideas, organization, voice, word choice, sentence structure, and conventions.

In order to develop as writers and thinkers, students need the opportunity to write in all subject areas. Writing clarifies and focuses thought. It is the best tool that students have to refine their understanding and knowledge of a subject. By writing, students extend their thinking, and reflect upon and share their thoughts with others.

It is the experience of sharing their thoughts and writing with others that invites students to value their roles as authors. Students work together to brainstorm ideas, and select vocabulary and writing techniques to create text. They critique, revise, and edit each other's written work. Students produce writing that communicates effectively with readers, and they share these products with others in various ways. Students who write also meet and communicate with other writers from outside the classroom.

Standard: 4040-06	**Students use concepts and conventions of print to create text.**

Objectives:

4040-0601. Write in a variety of formats for different purposes.

- Choose a topic from personal experience, interest, literature, current events, and issues.
- Select format for a particular purpose and audience.
- Create webs, story maps, or other graphic organizers.
- Write narrative with the basic elements of beginning, middle, and end; character; setting; and plot.
- Write informational text using main ideas, supporting details, and sequence.

- Sequence information using signal words and phrases (e.g., for example, consequently, since).

4040-0602. Build a spelling vocabulary for writing.

- Spell an increasing number of high frequency words correctly.
- Use spelling patterns to spell new words (e.g., word families, syllabication, base words, affixes).
- Approximate and confirm the spelling of unknown words.
- Form letters correctly in cursive.
- Write legibly in manuscript and cursive.
- Use spelling resources (e.g., word lists, dictionaries, charts, peers, adults).
- Identify and correct misspelled words.

4040-0603. Recognize and construct sentences.

- Demonstrate correct usage of subject/verb agreement and verb tense.
- Construct sentences using basic sentence patterns (e.g., noun/verb, noun/verb/object).
- Combine simple sentences.
- Apply the conventions of capitalization (i.e., sentence beginning, proper nouns, titles).
- Use commas in a series, in correspondence, and dates.
- Use quotation marks to indicate speech.
- Use apostrophes to show possession and contractions.
- Use common abbreviations (e.g., Mr., Mrs., months, days).
- Demonstrate awareness of page format features (e.g., margins, indentation).
- Use paragraphs to show a change in idea, place, or time.

4040-0604 Make effective word choices that convey the intended meaning.

- Use precise nouns and verbs, as well as adjectives and adverbs, to strengthen description.
- Use context to determine correct homonyms.
- Use figurative language (e.g., simile, personification, metaphor, idiom).
- Choose the correct form of comparatives, superlatives, pronouns, plurals, or possessives.
- Demonstrate effective use of resources (e.g., dictionary, thesaurus, encyclopedias, peers, adults).
- Use published writing and teacher demonstration as a model for conventional usage and mechanics.

Standard 4040-07 **Students use process strategies to create text.**

Objectives:

4040-0701. Use informal writing to facilitate learning across the curriculum.

- Record reactions and observations before, during, and after learning activities (e.g., science experiments, field trips, literature study).
- Write questions in a subject area to guide further inquiry.
- Explain concepts and/or procedures for different audiences.
- Record self-evaluations in specific subject areas.
- Take notes.
- Create graphic organizers (e.g., webs, outlines, story maps).

4040-0702. Prepare to write.

- Select a topic.
- Brainstorm ideas alone, with peers, and/or with an adult.
- Create drawings, webs, story maps, or other graphic organizers.
- Write to get ideas on paper.
- Write in a variety of forms (e.g., correspondence, journal, story, poem, informational report).
- Use background knowledge and/or print/technological resources.

4040-0703. Create a working draft.

- Generate a draft based on a prewriting organizational process (e.g., drawing, brainstorming, mapping, keeping a notebook).
- Write a first draft with an emphasis on content.
- Follow patterns from literature and apply techniques demonstrated by authors.
- Use technology when available and appropriate.

4040-0704. Revise working drafts.

- Read draft to check for meaning.
- Add, delete, and rearrange words, sentences, and details to clarify meaning.
- Use paragraphing to develop separate ideas.
- Revise text with assistance.

- Determine when a piece is complete.
- Use technology when available and appropriate.

4040-0705. Publish selected pieces.

- Proofread and correct errors.
- Demonstrate awareness of page format features (e.g., paragraphs, margins, indentation, titles).
- Select the presentational format for the finished product.
- Use legible handwriting or technology to produce final copy.
- Incorporate relevant illustrations, photos, charts, and graphs when appropriate.
- Share the finished product with the intended audience.

Standard 4040-08	**Students, teachers, and parents write and respond together.**

Objectives:

4040-0801. Write collaboratively on a selected topic.

- Generate a topic together.
- Make new and productive connections between their own ideas and those of others.
- Discuss work in progress.
- Review, revise, and edit together.
- Reach consensus on a final document.
- Publish the finished product.

4040-0802. Respond to the writing of others.

- Listen to the writing of others.
- Make comments and ask questions.
- Respond to the writer's questions.
- Respect personal and group comments.

Speaking and Listening

Students enter the classroom with a background of oral language that is often rich and varied. They use this background to establish, sustain, and extend relationships necessary for learning. They speak and listen in varied learning situations to identify, rehearse, and present ideas. Through exploratory and presentational talk, students generate and reflect on ideas and topics,

recognize and solve problems, explore alternatives, examine data, and reach conclusions. Oral language provides students a significant means for making new and productive connections between their own ideas and those of others. Talk is an important tool for learning in all subject areas.

In classrooms, homes, communities and cultures, students develop oral language expertise by using these language processes to learn about themselves and their world. It is important to note that students learn language, learn about language, and learn through language simultaneously. This is why oral language proficiency is a key predictor for reading and writing fluency.

Standard 4040-09	**Students develop oral language to communicate effectively for various purposes and audiences.**

Objectives:

4040-0901. Learn as they talk to explore ideas.

- Participate in discussions in a variety of settings (e.g., literature groups, peer conferences, whole group interactions).
- Relate new experiences to prior experiences.
- Ask for clarification and explanation of words and ideas.
- Clarify ideas, express opinions, and ask relevant questions.
- Follow implicit rules for conversation (i.e., taking turns and staying on topic).
- Tell and retell stories and events in logical order.
- Paraphrase information from oral or written communication.
- Begin to use supporting evidence.
- Use a primary language when it provides greater facility to explore ideas that may later be expressed in standard English.

4040-0902. Use oral language to present information.

- Use oral language for different purposes (e.g., to inform, persuade, entertain).
- Use effective volume, eye contact, pacing, phrasing, pitch, and enunciation.
- Use examples and vocabulary appropriate to the topic and audience.
- Organize ideas sequentially or around major points of information.
- Develop accuracy and precision in language use.

4040-0903. Use speech for language enrichment.

- Participate in literature responses, book shares, story retellings, and choral readings.
- Create and participate in oral dramatic activities.
- Dramatize stories in a variety of formats.
- Recite short poems, rhymes, songs, and stories.
- Improvise in response to pictures, music, and stories.
- Share stories or information orally with an audience.

4040-0904. Build a speaking vocabulary.

- Increase oral descriptive vocabulary.
- Ask about words not understood.
- Use words that reflect a growing range of interest and knowledge.
- Clarify and explain words and ideas.
- Identify and use synonyms, antonyms.
- Use figurative language to clarify and enhance oral communication.

4040-0905. Demonstrate an understanding of oral language structure.

- Create oral stories to share with others.
- Use correct verb tenses in oral communication.
- Use increasingly complex sentence structures in oral communication.

Standard: 4040-10 — **Students develop language and acquire information through listening.**

Objectives:

4040-1001. Listen actively.

- Listen and respond in conversation.
- Listen to gain information.
- Recognize and respond to varied uses of language (e.g., humor, parody, persuasion).
- Listen for a specific purpose (e.g., retell a story, follow directions, share information).

4040-1002. Construct meaning from what they hear.

- Relate what they hear to what they know.

- Make and verify predictions as they continue to listen.
- Restate information to confirm meaning.
- Recognize different perspectives.
- Clarify meaning through interaction (e.g., reflecting, questioning, restating, summarizing).
- Develop independent interpretive skills in noninteractive situations (e.g., assemblies, visual media, formal presentations).
- Recognize and respond to oral language used for different purposes (e.g., to inform, persuade, and entertain).

4040-1003. Respond as they listen to stories and informational books.

- Attend to what is being read.
- Reflect on what is read and relate it to personal experience.
- Anticipate the flow of events.
- Recognize story elements (e.g., setting, character, and plot).
- Recognize textual organization (e.g., main ideas and detail, cause and effect, comparison and contrast, sequence of events).
- Distinguish between fiction and nonfiction.

Standard 4040-11	**Students, teachers, and parents use speaking and listening to explore, clarify, and understand ideas indifferent settings.**

Objectives:

4040-1101. Build upon the language skills developed in the family, school, and community.

- Respect cultural and ethnic differences.
- Be flexible and responsible in communicating with others.
- Put information together in unique ways.
- Ask and answer questions.
- Listen and respond to peers and adults.
- Apply knowledge and information to new situations.
- Participate in groups to generate ideas and solve problems.

4040-1102. Participate in a language-rich environment created by students, teachers, and parents.

- Talk to develop concepts, understand processes, and share family stories.
- Acquire connotative and idiomatic meanings and new vocabulary.
- Talk with people of different ages and cultures.
- Listen interactively to a variety of language experiences (e.g., poetry, songs, stories, informational books).
- Listen to stories about diverse groups and cultures.

FIFTH GRADE

Reading

Reading is a process of constructing meaning from print. In order to construct meaning, students draw upon their life experience and the reading environment. That is, the meaning a student constructs from print reflects the experience, language, culture and immediate concerns of that student. Students, whether beginning, developing, or proficient, simultaneously and strategically use the meaning (semantic), sentence structure (syntactic), and sound/symbol (graphophonic) cueing systems. Over time, students develop a personal vocabulary that fosters independence.

The independence which reading fosters literally brings the world, both real and imagined, within a student's grasp. By reading a variety of genre for different purposes, students begin to make connections across the disciplines. They connect their lives with other readers, authors, texts, and the world. Reading increases interest and knowledge in the content areas. Much of the information that readers possess comes from reading, not from direct experience. At the same time, hands-on experience, when combined with reading, deepens understanding.

When students talk with others about their reading and related life experience, they learn from each other and begin to see the crucial role reading can play in helping them accomplish personal goals. It is the community experience that enhances student attitudes toward reading and which invites students to view themselves as readers. Community, which begins with the family, may be composed of large or small groups, partners or individual readers interacting with the author's writing. Communities offer readers opportunities to refine thinking, broaden perspectives, share enthusiasm for literature, and create understanding between people.

Questions to focus attention on how students make meaning from print:

***Prior Knowledge:** What do I already know about this topic?*
***Graphophonic Cues:** Does what I read match what I see in print?*
***Semantic Cues:** Does what I'm reading make sense?*
***Syntactic Cues:** Does the sentence sound right? Does the word fit?*

Standard 4050-01	Students use prior knowledge to make predictions, comprehend new information, and construct meaning.

Objectives:

4050-0101. Make connections between personal experience and print.

- Assimilate new ideas introduced through pictures and print.
- Relate new ideas to existing knowledge.
- Create mental images from pictures and print.
- Use illustrations and graphic organizers to access prior knowledge.
- Generate questions from the reading.
- Discuss ideas related to the text before, during and after reading.
- Synthesize thoughts through discussions, writings, drawings, and projects.

4050-0102. Anticipate the flow of events or information.

- Predict events in a reasonable sequence.
- Use formats, ideas, plots, and elements from previous reading to make predictions.

4050-0103. Verify predictions as the reading continues.

- Use multiple sources to verify/confirm predictions.
- Change predictions to fit additional information from the reading.
- Make new predictions as information is added.

Standard: 4050-02	Students comprehend and critically evaluate text as they read for different purposes.

Objectives:

4050-0201. Use a variety of strategies to comprehend text.

- Use context clues to determine the meaning of unfamiliar words.
- Reread to check comprehension.
- Use text and illustrations to adjust and confirm meaning.
- Ask questions to check comprehension and explore ideas.

- Retell in own words to make sense.
- Select strategies appropriate to the purpose for reading and type of text (e.g., skimming, analytical reading, recreational reading).
- Use multiple sources to broaden understanding of concepts.
- Take notes to paraphrase or summarize information.
- Use resources (e.g., dictionary, index, encyclopedia) to verify and confirm meaning.

4050-0202. Develop an interpretation of text.

- Recognize the relationship between development of the plot and changes in other story elements (e.g., character, plot, setting, solution/resolution).
- Identify main and supporting ideas in informational text.
- Incorporate information from non-print features (e.g., illustrations, tables, diagrams) with print information to enhance comprehension.
- Make connections between information in text and historical/current events.
- Make inferences and draw reasonable conclusions.
- Identify cause/effect or problem/solution in text.

4050-0203. Critically evaluate text.

- Discriminate between fact, fiction, and opinion.
- Form opinions about the quality of text (e.g., setting, character development, sequence, language use, format).
- Compare and contrast within and between texts (e.g., facts, events, characters, time frame, setting, author's purpose, quality of writing).
- Select and record relevant information for note taking, outlining, discussion, writing or a follow-up task.
- Judge the accuracy of the text (e.g., author's qualifications, author's sources, date of publication).
- Use personal experience to interpret and validate text.
- Understand different points of view.

4050-0204. Use organizational features of books and related resources.

- Use alphabetical and numerical ordering to locate information (e.g., table of contents, index, dictionary, encyclopedia, telephone book).
- Use headings, side-headings, and sub-headings to locate specific information or to prepare to read.

- Use dictionary definitions to aid comprehension.
- Use the table of contents or index to locate specific information.
- Select the appropriate resource for the task (e.g., dictionary for word meaning, encyclopedia for concept information).
- Interpret the significance of print variations (e.g., italics, bold face, underlining).

Standard 4050-03	**Students use a variety of cueing systems to determine word pronunciation, meaning, and language structure.**

Objectives:

4050-0301. Use cueing systems to monitor and guide comprehension of text.

- Use graphophonic cues to automatically and accurately identify and pronounce words.
- Use self-correction strategies when the meaning of a word or passage is not clear (e.g., read on, reread, try an alternate pronunciation, try an alternate word, ask questions, use resources).
- Use words that signal transitions to determine sequence and its contribution to the meaning of a text (e.g., therefore, however).
- Recognize how text structure contributes to meaning (e.g., capitalization, commas alone and in a series, plural and possessive apostrophes, double and single quotation marks, paragraph indentation, abbreviations).

4050-0302. Continue to develop a reading vocabulary (i.e., pronounce and understand new words).

- Determine contextually appropriate meanings of multiple meaning words (e.g., steer, patch), homonyms (e.g., there, their, they're), synonyms (e.g., wide, broad), and antonyms (e.g., together, separate).
- Determine meaning of new words.
- Associate words with new concepts across the curriculum (e.g., colonial, constitution, preamble).
- Interpret imperatives (e.g., fun, more fun, most fun) and superlatives (e.g., small, tiny, minute).

Standard: 4050-04	Students develop independence in reading.

Objectives:

4050-0401. Read frequently in and out of school.

- Read a variety of genres (e.g., fiction, poetry, informational text).
- Reread familiar materials.
- Study an author's craft by reading several books by the same author.
- Build a personal reading vocabulary by encountering words from the environment and in varied contexts.
- Read materials at an increasingly higher level.

4050-0402. Demonstrate reading fluency.

- Read in meaningful phrases.
- Preserve phrasing and syntax of the author to convey meaning.
- Read with expression, interjecting a sense of feeling, anticipation, or characterization.
- Read aloud fluently.

Standard 4050-05	Students, teachers, and parents read together to create a shared meaning from print.

Objectives:

4050-0501. Value reading as an important part of their lives.

- Share various literary genre (e.g., chapter books, magazines, newspapers, reference materials).
- Appreciate cultural contributions and artistic expressions.
- Use appropriate strategies to refine meaning (e.g., summarize main points, make predictions, ask questions, retell events or points of information).
- Choose to read outside of school.
- Seek opportunities to share print materials and ideas gained from reading.
- Refine reading skills and develop positive attitudes.
- Talk about books and authors in and out of the classroom.
- Share reading strategies.

4050-0502. Participate in a print-rich environment.

- Reread and retell favorite stories with friends and/or family members.
- Participate in a variety of language activities (e.g., correspondence, family histories, written directions, choral reading, readers' theater).
- Support opinions with information from text.

Writing

Students need time to write every day. They need choices throughout the process and opportunities for response in order to develop as writers. In the beginning, students draw pictures, scribble, and write in order to approximate written communication in the context of play. Early writing helps solidify alphabetic knowledge and promotes phonemic awareness, an important foundation for reading. Later, students who write use process strategies including prewriting, drafting, peer sharing, conferring, revising, editing, and publishing to create text and explore different genre. These strategies weave throughout the process rather than building step by step. Students do not use all process strategies with each text they write, but rather select the ones that seem appropriate. It is important that students consider audience and purpose as they incorporate elements such as ideas, organization, voice, word choice, sentence structure, and conventions.

In order to develop as writers and thinkers, students need the opportunity to write in all subject areas. Writing clarifies and focuses thought. It is the best tool that students have to refine their understanding and knowledge of a subject. By writing, students extend their thinking, and reflect upon and share their thoughts with others.

It is the experience of sharing their thoughts and writing with others that invites students to value their roles as authors. Students work together to brainstorm ideas, and select vocabulary and writing techniques to create text. They critique, revise, and edit each other's written work. Students produce writing that communicates effectively with readers, and they share these products with others in various ways. Students who write also meet and communicate with other writers from outside the classroom.

Standard 4050-06	Students use concepts and conventions of print to create text.

Objectives:

4050-0601. Write in a variety of formats for different purposes.

- Choose a topic from personal experience, interest, literature, current events, and issues.
- Select format for a particular purpose and audience (e.g., newspaper article, editorial, dramatic script).
- Create webs, story maps, or other graphic organizers.
- Write narrative with the basic elements of beginning, middle, and end; character; setting; and plot.
- Write informational text using main ideas, supporting details, and sequence.
- Sequence information using signal words and phrases (e.g., for example, consequently, since).

4050-0602. Build a spelling vocabulary for writing.

- Spell an increasing number of high frequency words correctly.
- Spell content words correctly.
- Use spelling patterns to spell new words (e.g., word families, syllabication, base words, affixes).
- Proof and correct misspelled words.
- Confirm the spelling of unknown words.
- Write legibly.
- Use spelling resources (e.g., thesaurus, dictionaries, encyclopedias, peers, adults).

4050-0603. Recognize and construct sentences.

- Demonstrate correct usage of subject/verb agreement and verb tense.
- Construct sentences using basic sentence patterns (e.g., noun/verb, noun/verb/object).
- Combine ideas into compound and complex sentences.
- Apply the conventions of capitalization (i.e., sentence beginning, proper nouns, titles).
- Use commas in a series, in correspondence, and dates.
- Punctuate dialogue correctly.
- Use common abbreviations (e.g., Dr., Ms., months, days, locations, measurements).

- Demonstrate awareness of page format features (e.g., margins, indentation, headings).
- Use paragraphs to show a change in idea, place, or time.

4050-0604. Make effective word choices that convey the intended meaning.

- Use adjectives, adverbs, and prepositional phrases to enhance writing.
- Use analogies, symbolism, and irony to illustrate and support meaning.
- Use context to determine correct homonyms.
- Begin to use figurative language: simile, personification, metaphor.
- Choose the correct form of comparatives, superlatives, pronouns, plurals, or possessives.
- Demonstrate effective use of resources (e.g., dictionary, thesaurus, encyclopedias, peers, adults).
- Use published writing and teacher demonstration as a model for conventional usage and mechanics.

Standard 4050-07	**Students use process strategies to create text.**

Objectives:

4050-0701. Use informal writing to facilitate learning across the curriculum.

- Record reactions and observations before, during, and after learning activities (e.g., science experiments, field trips, literature study).
- Write questions in a subject area to guide further inquiry.
- Explain concepts and/or procedures for different audiences.
- Record self-evaluations in specific subject areas.
- Take notes.
- Create graphic organizers (e.g., webs, outlines, story maps).

4050-0702. Prepare to write.

- Select a topic.
- Brainstorm ideas alone, with peers, and/or with an adult.
- Create drawings, webs, story maps, or other graphic organizers.
- Write to get ideas on paper.

- Write in a variety of forms (e.g., correspondence, journal, story, poem, informational report).
- Use background knowledge and/or print/technological resources.

4050-0703. Create a working draft.

- Generate a draft based on a prewriting organizational process (e.g., note taking, outlining, graphic organizers).
- Write a first draft with an emphasis on content.
- Follow patterns from literature and apply techniques demonstrated by authors.
- Project personality through writing voice.
- Use technology when available and appropriate.

4050-0704. Revise working drafts.

- Read draft to check for meaning.
- Add, delete, and rearrange words, sentences, and details to clarify meaning.
- Self-edit for spelling, punctuation, capitalization, and grammar.
- Use paragraphing to develop separate ideas.
- Revise text with assistance.
- Determine when a piece is complete.
- Use technology when available and appropriate.

4050-0705. Publish selected pieces.

- Proofread and correct errors.
- Demonstrate awareness of page format features (e.g., paragraphs, margins, indentation, titles).
- Select the presentational format for the finished product.
- Use legible handwriting or technology to produce final copy.
- Incorporate relevant illustrations, photos, charts, and graphs when appropriate.
- Share the finished product with the intended audience.

Standard 4050-08.	**Students use technology to facilitate writing**

Objectives:

4050-0801. Locate information using a variety of sources.

- Identify, select, and prioritize potential information sources.
- Communicate with others via computer.
- Interpret and organize information.

4050-0802. Arrange and format text with the word processor.

- Edit the text to eliminate irrelevant information.
- Combine visual text to create multi-media presentations.

Standard 4050-09	**Students, teachers, and parents write and respond together.**

Objectives:

4050-0901. Write collaboratively on a selected topic.

- Generate a topic together.
- Make new and productive connections between their own ideas and those of others.
- Evaluate the quality of ideas.
- Review, revise, and edit together.
- Balance personal and group needs.
- Reach consensus on a final document.
- Publish the finished product.

4050-0902. Respond to the writing of others.

- Listen to the writing of others.
- Make comments and ask questions.
- Respond to the writer's questions.
- Evaluate the appropriateness for the intended audience.
- Respect personal and group comments.
- Share writing strategies.

Speaking and Listening

Students enter the classroom with a background of oral language that is often rich and varied. They use this background to establish, sustain, and extend relationships necessary for learning. They speak and listen in varied learning situations to identify, rehearse, and present ideas. Through exploratory and presentational talk, students generate and reflect on ideas and topics, recognize and solve problems, explore alternatives, examine data, and reach conclusions. Oral language provides students a significant means for making new and productive connections between their own ideas and those of others. Talk is an important tool for learning in all subject areas.

In classrooms, homes, communities and cultures, students develop oral language expertise by using these language processes to learn about themselves and their world. It is important to note that students learn language, learn about language, and learn through language simultaneously. This is why oral language proficiency is a key predictor for reading and writing fluency.

Standard: 4050-10	**Students develop oral language to communicate effectively for various purposes and audiences.**

Objectives:

4050-1001. Learn as they talk to explore ideas.

- Participate in discussions in a variety of settings (e.g., literature groups, peer conferences, whole group interactions).
- Relate new experiences to prior experiences.
- Ask for clarification and explanation of words and ideas.
- Clarify ideas, express opinions, and ask relevant questions.
- Follow implicit rules for conversation (i.e., taking turns and staying on topic).
- Tell and retell stories and events in logical order.
- Paraphrase information from oral or written communication.
- Use supporting evidence.
- Use primary language when it provides greater facility to explore ideas that may later be expressed in standard English.

4050-1002. Use oral language to present information.

- Use oral language for different purposes (e.g., to inform, persuade, entertain).

- Use effective volume, eye contact, pacing, phrasing, pitch, and enunciation.
- Use information, examples, and vocabulary appropriate to the topic and audience.
- Organize ideas sequentially or around major points of information.
- Develop accuracy and precision in language use.
- Use correct grammatical structure (e.g., verb tense, pronoun reference, word order) in oral communication.
- Present a self-generated report demonstrating organization, sequence, clarity, and accuracy.
- Incorporate visual aids/technology/demonstration to support oral presentation.
- Use writing to prepare a speech or oral report.

4050-1003. Use speech for language enrichment.

- Participate in literature response, book shares, story retellings, and choral readings.
- Create and participate in oral dramatic activities.
- Dramatize stories in a variety of formats.
- Recite short poems, rhymes, songs, and stories.
- Improvise in response to pictures, music, and stories.
- Share stories or information orally with an audience.

4050-1004. Build a speaking vocabulary.

- Use precise language in oral descriptions and explanations.
- Ask about words not understood.
- Use words that reflect a growing range of interest and knowledge.
- Clarify and explain words and ideas.
- Identify and use synonyms and antonyms.
- Use figurative language to clarify and enhance oral communication.
- Determine connotative and idiomatic meanings.

4050-1005. Evaluate oral participation in small group discussion.

- Communicate as a leader and contributor.
- Summarize and evaluate group activities.

Standard 4050-11	Students develop language and acquire information through listening.

Objectives:

4050-1101. Listen actively.

- Listen and respond in conversation.
- Listen, draw conclusions, and share responses in subject-related group discussions.
- Recognize and respond to varied uses of language (e.g., imagery, alliteration, metaphors).
- Recognize and respond to various language genre (e.g., humor, persuasion, information).
- Listen for a specific purpose (e.g., retell a story, follow directions, share information).
- Differentiate fact, opinion, and inference.

4050-1102. Construct meaning from what they hear.

- Relate what they hear to what they know.
- Make and verify predictions as they continue to listen.
- Restate information to confirm meaning.
- Recognize different perspectives.
- Give appropriate feedback and questions for the speaker.
- Develop independent interpretive skills in noninteractive situations (e.g., assemblies, visual media, formal presentations).
- Take notes on information given orally.
- Apply information gained through listening.

4050-1103. Respond as they listen to stories and informational text.

- Attend to what is being read.
- Reflect on what is read and relate it to personal experience.
- Anticipate the flow of events.
- Recognize story elements (e.g., setting, character, plot).
- Recognize textual organization (e.g., main ideas and detail, cause and effect, comparison and contrast, sequence of events).
- Distinguish between fiction and nonfiction.

Standard 4050-12	**Students, teachers, and parents use speaking and listening to explore, clarify, and understand ideas in different settings..**

Objectives:

4050-1201. Build upon the language skills developed in the family, school, and community.

- Respect cultural and ethnic differences.
- Be responsible in communicating with others.
- Put information together in unique ways.
- Ask and answer questions.
- Listen and respond to peers and adults.
- Apply knowledge and information to new situations.
- Participate in groups to generate ideas and solve problems.
- Acquire connotative and idiomatic meanings and new vocabulary.

4050-1202. Participate in a language-rich environment created by students, teachers, and parents.

- Talk to develop concepts, understand processes, and share family stories.
- Acquire connotative and idiomatic meanings and new vocabulary.
- Converse with people of different ages and cultures.
- Listen interactively to a variety of language experiences (e.g., poetry, informational writing, chapter books, editorials).
- Listen to stories about diverse groups and cultures.

SIXTH GRADE

Reading

Reading is a process of constructing meaning from print. In order to construct meaning, students draw upon their life experience and the reading environment. That is, the meaning a student constructs from print reflects the experience, language, culture and immediate concerns of that student. Students, whether beginning, developing, or proficient, simultaneously and strategically use the meaning (semantic), sentence structure (syntactic), and sound/symbol (graphophonic) cueing systems. Over time, students develop a personal vocabulary that fosters independence.

The independence which reading fosters literally brings the world, both real and imagined, within a student's grasp. By reading a variety of genre for different purposes, students begin to make connections across the disciplines. They connect their lives with other readers, authors, texts, and the world. Reading increases interest and knowledge in the content areas. Much of the information that readers possess comes from reading, not from direct experience. At the same time, hands-on experience, when combined with reading, deepens understanding.

When students talk with others about their reading and related life experience, they learn from each other and begin to see the crucial role reading can play in helping them accomplish personal goals. It is the community experience that enhances student attitudes toward reading and which invites students to view themselves as readers. Community, which begins with the family, may be composed of large or small groups, partners or individual readers interacting with the author's writing. Communities offer readers opportunities to refine thinking, broaden perspectives, share enthusiasm for literature, and create understanding between people.

Questions to focus attention on how students make meaning from print:

Prior Knowledge: *What do I already know about this topic?*
Graphophonic Cues: *Does what I read match what I see in print?*
Semantic Cues: *Does what I'm reading make sense?*
Syntactic Cues: *Does the sentence sound right? Does the word fit?*

Standard: 4060-01	Students use prior knowledge to make predictions, comprehend new information, and construct meaning.

Objectives:

4060-0101. Make connections between personal experience and print.

- Assimilate new ideas introduced through pictures and print.
- Relate new ideas to existing knowledge.
- Create mental images from pictures and print.
- Use illustrations and graphic organizers to access prior knowledge.
- Generate questions and find relevant information from reading.
- Discuss ideas related to the text before, during, and after reading.
- Synthesize thoughts through discussions, note taking, writings, drawings, and projects.

4060-0102. Anticipate the flow of events or information.

- Predict events in a reasonable sequence.
- Use formats, ideas, plots, and elements from previous reading to make predictions.

4060-0103. Verify predictions as the reading continues.

- Use multiple sources to verify/confirm predictions.
- Change predictions to fit additional information from the reading.
- Make new predictions as information is added.

Standard: 4060-02	Students comprehend and critically evaluate text as they read for different purposes.

Objectives:

4060-0201. Use a variety of strategies to comprehend text.

- Use context clues to determine the meaning of unfamiliar words.
- Reread to check comprehension.
- Use text and illustrations to adjust and confirm meaning.
- Ask questions to check comprehension and explore ideas.

- Retell in own words to make sense.
- Select strategies appropriate to the purpose for reading and type of text (e.g., skimming, analytical reading, recreational reading).
- Use multiple sources to broaden understanding of concepts.
- Take notes to paraphrase or summarize information.
- Use resources (e.g., dictionary, computer) to verify and confirm meaning.

4060-0202. Develop an interpretation of text.

- Recognize the relationship between development of the plot and changes in other story elements (e.g., character, plot, setting, solution/resolution).
- Identify main and supporting ideas in informational text.
- Use print and other text features (e.g., graphs, captions, illustrations, headings) to anticipate and confirm the ongoing meaning.
- Make connections between information in text and historical/current events.
- Make inferences and draw reasonable conclusions.
- Identify cause/effect or problem/solution in text.

4060-0203. Critically evaluate text.

- Discriminate between fact, fiction, and opinion.
- Form opinions about the quality of text (e.g., setting, character development, sequence, language use, format).
- Compare and contrast within and between texts (e.g. facts, characters, time frame, setting, author's purpose, quality of writing).
- Select and record relevant information for note taking, outlining, discussion, note taking, or a follow-up task.
- Judge the accuracy of the text (e.g., author's qualifications, author's sources, date of publication).
- Use personal experience to interpret and validate text.
- Understand different points of view.

4060-0204. Use organizational features of books and related resources.

- Use alphabetical and numerical ordering to locate information (e.g., table of contents, index, dictionary, encyclopedia, telephone book).
- Use headings, side-headings, and sub-headings to locate specific information or to prepare to read.

- Use dictionary definitions to aid comprehension.
- Use the table of contents or index to locate specific information.
- Select the appropriate resource for the task (e.g., dictionary for word meaning, encyclopedia for concept information).
- Interpret the significance of print variations (e.g., italics, bold face, underlining).

Standard 4060-03	**Students use a variety of cueing systems to determine word pronunciation, meaning, and language structure.**

Objectives:

4060-0301. Use cueing systems to monitor and guide comprehension of text.

- Use graphophonic cues to automatically and accurately identify and pronounce words.
- Use self-correction strategies when the meaning of a word or passage is not clear (e.g., read on, reread, try an alternate pronunciation, try an alternate word, ask questions, use resources).
- Recognize words that signal transitions to determine sequence and its contribution to the meaning of a text (e.g., as a result, that is, i.e., e.g.).
- Recognize how text structure contributes to the overall meaning (e.g., capitalization, commas--alone and in a series, apostrophes--plurals and possessives, double and single quotation marks, paragraph indentation, abbreviations).

4060-0302. Continue to develop a reading vocabulary (i.e., pronounce and understand new words).

- Determine contextually appropriate meanings of multiple meaning words (e.g., steer, patch), homonyms (e.g., there, their, they're), synonyms (e.g., wide, broad), and antonyms (e.g., together, separate).
- Determine meaning of new words.
- Associate words with new concepts across the curriculum (e.g., astronomy, microbe, sound frequency).
- Interpret imperatives (e.g., lively, livelier, liveliest) and superlatives (e.g., unkind, cruel, vicious).

Standard: 4060-04	Students develop independence in reading.

Objectives:

4060-0401. Read frequently in and out of school.

- Read a variety of genres across different topics.
- Reread familiar materials.
- Study an author's craft by reading several books by the same author.
- Build a personal reading vocabulary by encountering words from the environment and in varied contexts.
- Read materials at an increasingly higher level.

4060-0402. Demonstrate reading fluency.

- Read in meaningful phrases.
- Preserve phrasing and syntax of the author to convey meaning.
- Use punctuation as a cue for pausing and characterization.
- Read with expression, interjecting a sense of feeling, anticipation, or characterization.
- Read aloud fluently.

Standard 4060-05	Students, teachers, and parents read together to create shared meaning from print.

Objectives:

4060-0501. Value reading as an important part of their lives.

- Share various literary genre (e.g., reference materials, chapter books, magazines, newspapers).
- Appreciate cultural contributions and artistic expressions.
- Use appropriate strategies to refine meaning (e.g., summarize main points, make predictions, ask questions, retell events or points of information).
- Choose to read outside of school.
- Seek opportunities to share ideas from reading.
- Refine reading skills and develop positive attitudes.
- Talk about books and authors in and out of the classroom.
- Share reading strategies.

4060-0502. Participate in a print-rich environment.

- Reread and retell favorite stories with friends and/or family members.
- Participate in a variety of language activities (e.g., correspondence, family histories, following printed directions, choral reading, readers' theater).
- Support opinions with information from text.

Writing

Students need time to write every day. They need choices throughout the process and opportunities for response in order to develop as writers. In the beginning, students draw pictures, scribble, and write in order to approximate written communication in the context of play. Early writing helps solidify alphabetic knowledge and promotes phonemic awareness, an important foundation for reading. Later, students who write use process strategies including prewriting, drafting, peer sharing, conferring, revising, editing, and publishing to create text and explore different genre. These strategies weave throughout the process rather than building step by step. Students do not use all process strategies with each text they write, but rather select the ones that seem appropriate. It is important that students consider audience and purpose as they incorporate elements such as ideas, organization, voice, word choice, sentence structure, and conventions.

In order to develop as writers and thinkers, students need the opportunity to write in all subject areas. Writing clarifies and focuses thought. It is the best tool that students have to refine their understanding and knowledge of a subject. By writing, students extend their thinking, and reflect upon and share their thoughts with others.

It is the experience of sharing their thoughts and writing with others that invites students to value their roles as authors. Students work together to brainstorm ideas, and select vocabulary and writing techniques to create text. They critique, revise, and edit each other's written work. Students produce writing that communicates effectively with readers, and they share these products with others in various ways. Students who write also meet and communicate with other writers from outside the classroom.

Standard 4060-06	Students use concepts and conventions of print to create text.

Objectives:

4060-0601. Write in a variety of formats for different purposes.

- Recognize formats and purposes of print (e.g., stories, correspondence, directions, reports).
- Make connections between words and the ideas they convey in context.
- Write narrative using elements and sequence appropriately (e.g., character, setting, beginning, middle, end).
- Write informational text using logical organization (e.g., main and supporting ideas, sequence, elaboration).
- Use literature as a foundation for writing.

4060-0602. Build a spelling vocabulary for writing.

- Spell high frequency words correctly.
- Use spelling patterns to spell new words.
- Approximate the spelling of unknown words.
- Write legibly in manuscript and cursive.
- Use spelling resources (e.g., class lists, dictionaries, charts, classmates).
- Identify and correct misspelled words.

4060-0603. Recognize and construct sentences.

- Construct sentences using basic sentence patterns (e.g., noun/verb, noun/verb/object).
- Combine sentences using varied sentence patterns.
- Substitute meaningful words in a given sentence pattern.
- Apply the conventions of capitalization (e.g., sentence beginning, proper nouns, titles).
- Choose end punctuation to fit the sentence purpose (e.g., period, question mark).

4060-0604. Make effective word choices that convey the intended meaning.

- Use context to determine correct homonyms.
- Identify and correct errors in usage (e.g., verb/noun agreement, proper form of pronouns, comparatives).
- Use language appropriate to the subject and audience.

- Demonstrate effective use of resources (e.g., dictionary, peers, adults).

Standard 4060-07	**Students use process strategies to create text.**

Objectives:

4060-0701. Use informal writing to facilitate learning across the curriculum.

- Record reactions and observations before, during, and after learning activities (e.g., science experiments, field trips, literature study).
- Write questions in a subject area to guide further inquiry.
- Explain concepts and/or procedures for different audiences.
- Record self-evaluations in specific subject areas.
- Take notes.
- Create graphic organizers (e.g., webs, outlines, story maps).

4060-0702. Prepare to write.

- Select a topic.
- Rehearse ideas alone, with peers, and/or with an adult.
- Create webs, story maps, or other graphic organizers.
- Write to get ideas on paper.
- Write in a variety of forms (e.g., persuasive essay, letter, personal narrative, story, picture book, poem, research report).
- Use background knowledge and/or print/technological resources.

4060-0703. Create a working draft.

- Create and organize ideas on paper.
- Follow patterns from literature and apply techniques demonstrated by authors.
- Use technology when available and appropriate.

4060-0704. Revise working drafts.

- Revise text with assistance.
- Add words, sentences, and details to complete a piece of writing.
- Reread draft to check for meaning.

- Determine when a piece is complete.
- Use technology when available and appropriate.

4060-0705. Publish selected pieces.

- Proofread and correct errors.
- Demonstrate awareness of page format features (e.g., margins, indentation, title page, table of contents).
- Select the format for the finished product.
- Use legible handwriting or technology to produce final copy.
- Incorporate relevant illustrations, photos, charts, and graphs when appropriate.
- Share the finished product with the intended audience.

Standard 4060-08 **Students use technology to facilitate writing.**

Objectives:

4060-0801. Locate information using a variety of sources.

- Identify, select, and prioritize potential information sources.
- Communicate with others via computer.
- Interpret and organize information.

4060-0802. Arrange and format text with the word processor.

- Edit the text to eliminate irrelevant information.
- Combine visual text to create multi-media presentations.

Standard: 4060-09 **Students, teachers, and parents write and respond together.**

Objectives:

4060-0901. Write collaboratively on a selected topic.

- Generate a topic together.
- Make new and productive connections between their own ideas and those of others.
- Evaluate the quality of ideas.
- Review, revise, and edit together.
- Balance personal and group needs.

- Reach consensus on a final document.
- Publish the finished product.

4060-0902. Respond to the writing of others.

- Listen to the writing of others.
- Make comments and ask questions.
- Respond to the writer's questions.
- Evaluate the appropriateness for the intended audience.
- Respect personal and group comments.
- Share writing strategies.

Speaking and Listening

Students enter the classroom with a background of oral language that is often rich and varied. They use this background to establish, sustain, and extend relationships necessary for learning. They speak and listen in varied learning situations to identify, rehearse, and present ideas. Through exploratory and presentational talk, students generate and reflect on ideas and topics, recognize and solve problems, explore alternatives, examine data, and reach conclusions. Oral language provides students a significant means for making new and productive connections between their own ideas and those of others. Talk is an important tool for learning in all subject areas.

In classrooms, homes, communities and cultures, students develop oral language expertise by using these language processes to learn about themselves and their world. It is important to note that students learn language, learn about language, and learn through language simultaneously. This is why oral language proficiency is a key predictor for reading and writing fluency.

Standard 4060-10	**Students develop oral language to communicate effectively for various purposes and audiences.**

Objectives:

4060-1001. Learn as they talk to explore ideas.

- Participate in discussions in a variety of settings (e.g., content area discussion groups, peer conferences, whole group interactions).
- Relate new experiences to prior experiences.
- Ask for clarification and explanation of words and ideas.
- Clarify ideas, express opinions, and ask relevant questions.

- Follow implicit rules for conversation (i.e., taking turns and staying on topic).
- Tell and retell stories and events in logical order.
- Paraphrase information from oral or written communication.
- Use supporting evidence.
- Use a primary language when it provides greater facility to explore ideas that may later be expressed in standard English.

4060-1002. Use oral language to present information.

- Use oral language for different purposes (e.g., to inform, persuade, entertain).
- Use effective volume, eye contact, pacing, phrasing, pitch, and enunciation.
- Use information, examples, and vocabulary appropriate to the topic and audience.
- Begin to recognize what information an audience needs.
- Organize ideas sequentially or around major points of information.
- Develop accuracy and precision in language use.
- Use correct grammatical structure (e.g., verb tense, pronoun reference, word order) in oral communication.
- Recognize and correct double negatives.
- Present a self-generated report demonstrating organization, sequence, clarity, and accuracy.
- Incorporate visual aids/technology/demonstration to support oral presentation.
- Use writing to prepare a speech or oral report.
- Use supporting evidence to validate a position.

4060-1003. Use speech for language enrichment.

- Participate in literature response, book shares, story retellings, and choral readings.
- Create and participate in oral dramatic activities.
- Dramatize stories in a variety of formats.
- Recite short poems, rhymes, songs, and stories.
- Improvise in response to pictures, music, and stories.
- Share stories or information orally with an audience.

4060-1004. Build a speaking vocabulary.

- Use precise language in descriptions and explanations.
- Determine the meaning of words not understood.

- Use words that reflect a growing range of interest and knowledge.
- Clarify and explain words and ideas.
- Identify and use synonyms and antonyms.
- Use figurative language to clarify and enhance oral communication.
- Determine connotative and idiomatic meanings.

4060-1005. Analyze oral participation in small group discussion.

- Communicate as a leader and contributor.
- Summarize and evaluate group activities.
- Evaluate the effectiveness of participant interactions.

Standard 4060-11	**Students develop language and acquire information through listening.**

Objectives:

4060-1101. Listen actively.

- Listen and respond in conversation.
- Listen, draw conclusions, and share responses in subject-related group discussions.
- Recognize and respond to varied uses of language (e.g., imagery, alliteration, metaphors).
- Recognize and respond to various language genre (e.g., humor, persuasion, information).
- Listen for a specific purpose (e.g., retell a story, follow directions, share information).
- Differentiate fact, opinion, and inference.

4060-1102. Construct meaning from what they hear.

- Relate what they hear to what they know.
- Make and verify predictions as they continue to listen.
- Restate information to confirm meaning.
- Recognize different perspectives.
- Give appropriate feedback and questions for the speaker.
- Develop independent interpretive skills in noninteractive situations (e.g., assemblies, visual media, formal presentations).
- Take notes on information given orally.
- Evaluate and apply information gained through listening.

4060-1103. Respond as they listen to stories and informational books.

- Attend to what is being read.
- Reflect on what is read and relate it to personal experience.
- Anticipate the flow of events.
- Recognize story elements (e.g., setting, character, plot).
- Recognize textual organization (e.g., main ideas and detail, cause and effect, comparison and contrast, sequence of events).
- Distinguish between fiction and nonfiction.

Standard 4060-12	**Students, teachers, and parents use speaking and listening to explore, clarify, and understand ideas in different settings.**

Objectives:

4060-1201. Build upon the language skills developed in the family, school, and community.

- Respect cultural and ethnic differences.
- Be responsible in communicating with others.
- Put information together in unique ways.
- Ask and answer questions.
- Listen and respond to peers and adults.
- Apply knowledge and information to new situations.
- Participate in groups to generate ideas and solve problems.

4060-1202. Participate in a language-rich environment created by students, teachers, and parents.

- Talk to develop concepts, understand processes, and share family stories.
- Acquire connotative and idiomatic meanings and new vocabulary.
- Converse with people of different ages and cultures.
- Listen interactively to a variety of language experiences (e.g., poetry, informational writing, chapter books, editorials).
- Listen to stories about diverse groups and cultures.